

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Sherborne House

Enquiring Minds, Extraordinary Stories.

Mental Wellbeing Policy

This policy applies to all pupils in the school, including those in the EYFS

Policy written by Pam Holmes (PSHE & Relationships Lead)
Policy written January 2023, updated by Pam Holmes 02/06/2023

Last reviewed 31 August 2026
Date for revision August 2027

Related Policy Documents:
SEN policy
PSHE & Relationships Education Policy
Child Safeguarding Policy
Emotional Literacy Policy

Policy Statement

According to the World Health Organisation:

'Mental health is a state of wellbeing 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 is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.'

At Sherborne House school, we are committed to the protection and promotion of positive mental health for all children, staff and parents. We will continuously strive to improve the mental health of the school community with a whole-school approach to mental health, and the promotion of positive mental health and wellbeing. We also recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and can change.

Policy Aims

We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

We adopt a whole school approach to mental health and well-being.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- Children, staff and parents/carers are valued
- Children 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
- Children are supported to understand and manage their emotions
- Awareness in the whole school community of the signs and symptoms of mental health problems
- Staff are supported to manage their own mental health and wellbeing
- Staff are supported to respond swiftly and effectively to any signs of an emerging mental health problem
- Staff have access to Bellevue's mental health services through the Bellevue Portal (MyBellevue, DAS Legal/Counselling)
- There is a dedicated Staff Wellbeing Committee to promote positive mental health
- Children and staff engage in activities which promote mental health and wellbeing
- Non-academic achievements are valued and celebrated

Lead Members of Staff

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

- Cordelia Cripps (Head Teacher)
- Laurie Bench (DSL) (Maternity Leave)
- Clare Mathema (DSL)
- Emily Capper (SENCO) (Maternity Leave)
- Emma Jones (SENCO)
- Pam Holmes (PSHE & RHSE Lead)
- Claire Surman (Emotional Literacy Support Assistant)
- Mandy Byrne (Emotional Literacy Support Assistant)

We believe that all staff have a responsibility to promote positive mental health and

to understand 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. In the event of any concerns that a child may be at risk of immediate harm, the school's child protection procedures should be followed, with an immediate referral to the designated DSL, the head teacher or governor.

Promoting Positive Mental Health: Children

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE & Relationships (RSHE) curriculum. The content of our lessons is determined by the specific needs of the cohort we are teaching, but we teach the knowledge and social and emotional skills that will help children to be more resilient, understand mental health, and help reduce the stigma of mental health problems. We follow the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive way.

We promote positive mental health and wellbeing in other ways such as:

- Special event opportunities e.g. 'Children's Mental Health Week'
- Health Week, World Mental Health Day, First Aid Day and World Kindness Day, Anti-bullying Week to raise awareness of mental health
- Ensure all children know they are unique and special and promote self-esteem
- Circle time approaches or activities
- 'Ask It' baskets/ worry boxes in every classroom
- Kindness Buckets in every classroom
- Kindness activities and displays
- Zones of Regulation - children continually assess how they are feeling and discuss strategies for managing not-so-good feelings
- Thriving Minds - workshops for children and parents
- Growth mindset taught, and a growth mindset culture is encouraged
- Metacognition skills
- Class/Year Group Wellbeing Ambassadors
- Mindfulness and breathing/meditation in class

- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- Support for vulnerable children, for example, ELSA support
- Transition meetings with parent/carers, children and relevant staff
- 'Pupil Passports' / social stories for vulnerable children
- Individual Care Plans for vulnerable children
- Dedicated ELSA support groups/interventions
- Safeguarding/concern discussions in weekly staff meetings
- Wellbeing class walks
- Art, drama and music opportunities
- Games lessons and activities to promote good mental health and wellbeing
- Lunchtime/playtime 'sanctuary' areas/clubs for those that find playtimes/lessons overwhelming e.g library access and drop-in lunchtime Lego club
- Dedicated twice daily Form Time opportunities
- Golden Thread time - developing lifelong learning and health
- PASS data (twice-yearly) collected, analysed, and potentially vulnerable children identified in each class
- Parental school questionnaires
- Classroom 'open door' policy
- Parent/Teacher meetings

Warning Signs

Staff may become aware of warning signs which may 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 communicate their concerns to the Form Tutor, SENCO, and Safeguarding Lead, as well as record them on CPOMS. Warning signs may include (but are not limited to):

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to eating or sleeping habits
- Increased isolation from friends or family; becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Secretive or unusual behaviour

- Withdrawal or isolation socially
- Wearing long sleeves/trousers/tights in hot weather
- Getting changed secretly for PE and Games
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

Training

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 children safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of the performance management process, and additional CPD will be supported throughout the year where it becomes appropriate due to any developing situations. Training opportunities will also be delivered to the wellbeing ambassadors for peer-to-peer support at an initial level half-termly.

Verbal Disclosures

We recognise that staff must be calm, supportive and non-judgmental to children who verbally disclose a concern about themselves or a friend. The emotional and physical safety of children is vital, and staff must listen rather than advise. Staff are clear to children that the concern will be shared with the Inclusion DSL and recorded in order to provide appropriate support to the child.

Non-Verbal

Staff also should be aware of non-verbal disclosures - certain behaviour may be an unmet need or cry for help.

Confidentiality

All disclosures are accurately recorded on CPOMS, including date, name of child and member of staff to whom they disclosed, summary of the disclosure and next steps.

Working with other agencies

The school will work with other agencies, via our SENCO or DSL, to support children's emotional health and wellbeing where applicable, including:

- Educational psychology services
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services
- Family support worker

Promoting Positive Mental Health: Parents

Parent Partnership

We recognise the importance of working with and supporting parents and carers as part of our whole-school approach to mental health and wellbeing. To support parents and carers, we will:

- Ensure the policy and other sources of information and support about common mental health issues are available on our school website
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child
- Ensure that parents and carers are involved in our whole school approach to mental health and wellbeing
- Ensure that parents and carers are aware of the support available within the school and externally
- Provide opportunities for parents to be involved in any training or other activities which may help them support their child's mental health e.g Thriving Minds workshop

Promoting Positive Mental Health: Staff

Sherborne House School recognises that positive staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

- Each member of staff is valued
- Staff feel able to talk openly with their line manager about health or mental health issues without feeling any stigma
- Positive mental health is promoted and valued and is part of the school ethos
- Awareness in the whole school community of the signs and symptoms of mental health problems
- Staff are supported to manage their own mental health and wellbeing

- Staff are supported to respond swiftly and effectively to any signs of an emerging mental health problem
- Staff have access to Bellevue's mental health services through the Bellevue Portal (MyBellevue, DAS Legal/Counselling) [My Bellevue Counselling](#)
- There is a dedicated Staff Wellbeing Committee to promote positive mental health

Related policies:

- SEND
- Safeguarding
- PSHE and RSE

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