



# **Woodlawn School**

## **Mental Health and Well Being Policy**

**To be reviewed January 2027**

## **Statement of Intent**

At Woodlawn School, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. At Woodlawn 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 responsibility and that we all have a role to play.

## **Staff Roles and Responsibilities**

**Senior Mental Health Lead:** Shauna Foster

**Mental Health Governor:** Rioghan Bruce

**Designated Safeguarding Lead:** Gill Wilson

**Deputy Designated Safeguarding Lead:** Nichola Aldcroft

**PSHE Lead:** Shauna Foster

**Behaviour Lead:** Nichola Aldcroft

**Thrive Practitioners:** Tracey Ives, Keely Crowther, Angela Chapman, Karlie Renwick

The role of Senior Mental Health Lead:

- Lead and work with all staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re: teaching about mental health.
- Provide advice and support to staff and organise training and updates.
- Liaise with mental health services and makes individual referrals to them

## **Teaching about mental health**

At Woodlawn School we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a proactive way to avoid problems arising.

We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management (PRICE - trauma informed approach).
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.

- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.
- Identifying as a Thrive School - following a thrive way of working.
- Targeted intervention for key individuals.
- Close working relationships with Connect and Kooth.

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.
- Enabling access to appropriate support.
- PSHE for all year groups.
- Drop down days throughout the year.
- Celebrating special days.
- Thrive practice: nurture groups, thrive classrooms, thrive interventions.

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. We also offer bespoke workshops from external services such as Kooth and Connect.

### **Targeted support**

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

- Circle time activities.
- Restorative approaches (Thrive);
- Thrive interventions
- Targeted use of Zones of Regulation resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.
- Managing emotions resources.
- Commando Joes.
- Animal therapy dog sessions.

- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Yoga sessions

## **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. Within the school staffroom, displays, foyer, assemblies, staff training, emailing or during staff briefing times.

The aim of this is to ensure pupils/staff understand:

- What help is available.
- Who it is aimed at.
- How to access it.
- Why they should access it.
- What is likely to happen next.

## **Early identification and warning signs**

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

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

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 Senior Mental Health Lead and the designated safeguarding lead.

Possible warning signs include:

- Changes in eating/sleeping habits.
- Becoming socially withdrawn.
- Changes in activity and mood.
- Talking 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 and Carers**

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children. Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.
- Providing coffee mornings centred around supporting mental health

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.) • Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

## **Working with specialist services**

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Educational Psychology Services.
- Children and Adolescent Mental Health Service (CAMHS);
- School Health Service.
- Children's and Family Services.
- Early Help.
- Barnados (healthy relationship support);
- Kooth
- Connect

## **Training**

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 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.

## **Monitoring and evaluation**

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years.

## **Useful links**

Young Minds is one of the UK's leading charities for children and young people's mental health

<https://www.youngminds.org.uk/>

Anna Freud Centre for Children and Families- is a charity dedicated to providing training and support for child mental health services

<https://www.annafreud.org/>

Place to Be is one of the UK's leading mental health charities

<https://www.place2be.org.uk/>

NSPCC help and advice for parents and families dealing with mental health problems in everyday life

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Barnados run many services supporting young people's emotional health and wellbeing, from one-to-one counselling to group work and schools-based programmes.

<https://www.barnardos.org.uk/what-we-do/helping-families/mental-health>

Kooth

[Home - Kooth](#)

Connect Information

[Children and young people's mental health and emotional wellbeing | North Tyneside Council](#)