



Mental Health and Well-Being Policy 2025-27

Date policy adopted: June 2025

Policy agreed by Governing Body:

Date policy to be reviewed: June 2027



Mental Health and Well-Being Policy

Mental health is a state of well-being 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 contribute to her or his community (World Health Organization).

We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At the heart of Brushwood is our core values which are: Collaboration, Confidence, Ambition, Resilience and Respect (everyone).

At our school 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 business 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 for our children 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
- Access to appropriate support that meets their needs

We promote a mentally healthy environment for our staff through:

- Creating a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective Human Resources policies and staff development.
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the school.
- Establishing working arrangements whereby employees feel they can maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Encouraging staff to take responsibility for their own health and wellbeing through effective health promotion programmes and initiatives.



We pursue our aims through:

- Universal, whole school approaches
- Support for pupils/staff going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder

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

- Kirsty Haines – Mental Health and Emotional Well-Being Lead/Additional Designated Safeguarding Lead
- Jo Robertson – Designated Safeguarding Lead
- Emily Stevens – Additional Designated Safeguarding Lead
- Emily Podbury – Additional Designated Safeguarding Lead
- Amy Rio – Additional Designated Safeguarding Lead

Teaching about Mental Health

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.

Targeted support for children

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

- Circle time approaches
- Managing feelings resources e.g. 'worry boxes'
- Positivity books
- Managing emotions resources such as 'the incredible 5-point scale'
- Mental health and wellbeing groups
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques

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

- Strengths and Difficulties questionnaire
- The Boxall Profile

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.



Identifying needs and Warning Signs

School Staff may become aware of warning signs which indicate a pupil or staff member is experiencing mental health or emotional well-being difficulties. These warning signs should always be taken seriously and communicated to the Mental Health Lead or a member of SLT.

Possible warning signs to look out for in pupils or their immediate family are:

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

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 e.g. through parent forums.
- 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 in PSHE and share ideas for extending and exploring this learning at home.

Management of Stress (Staff)

The governing body recognise that stress is a problem which could potentially affect all employees and is committed to managing stress in the workplace. To reduce the risk to health and safety of its employees for managing stress at work to the lowest reasonable and practicable level the governing body agrees to:

- Conduct a risk assessment for all roles to identify undue levels of stress and put in place control measures to mitigate the risk.
- Monitor levels of work-related stress in the school and carry out a stress assessment of any employee who has been identified as suffering from excessive stress at work.
- Develop safe systems of work and introduce practical, preventative measures where unacceptable risk of undue stress is identified.
- Provide appropriate training for senior leaders to help them recognise symptoms of stress and give practical guidance
- Provide information to all employees and signpost available support
- Monitor and evaluate absence levels due to stress related illnesses



Promoting staff well-being

To promote staff wellbeing at Brushwood, we:

- Have a commitment to the promotion of a healthy work life balance
- Have a commitment to continuous professional development and training for all staff
- Consider the impact of wellbeing/workload as part of policy/system review processes
- Have a commitment to live marking and feedback processes where possible
- Have a dedicated Mental Health champion who is available to all staff members
- Commit to regular informal checks ins with all team members by the leadership team
- Ensure SLT are available to support with all roles across the school
- Have a robust induction programme
- Allow staff to work from home where/when possible
- Provide a staff buddy/year group planning partner
- Provide free access to confidential support services/helpline (PAM Assist 0800 882 4102)
- School closes at 5pm on Fridays
- Contributions towards funding flu vaccinations for staff
- Recognise and celebrate staff achievements e.g. long service awards, qualifications, etc.
- Provide personal messages of thanks and recognition regularly
- Communicate messages of recognition/thanks to staff from governors.
- Provide staff room refreshments free of charge
- Provide lunch and evening meals at inset and parent consultations
- Offer a programme of staff social events and activities
- Make provision for staff to attend important family events e.g., their own children's school events, family weddings, graduation ceremonies etc.
- Publish deadlines and give staff advanced notice of these.

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:

- The school nurse
- Educational psychology services
- Behaviour support through the pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

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 students safe.



The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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.

Addressing concerns

If a staff member has a concern about their wellbeing and workload this should be discussed in the first instance with their Phase Leader. If a satisfactory conclusion cannot be reached, then this should then be escalated to the Headteacher. In the unusual case that a resolution still cannot be agreed, then the staff member should follow the process laid out within the Grievance Policy and Procedure document.