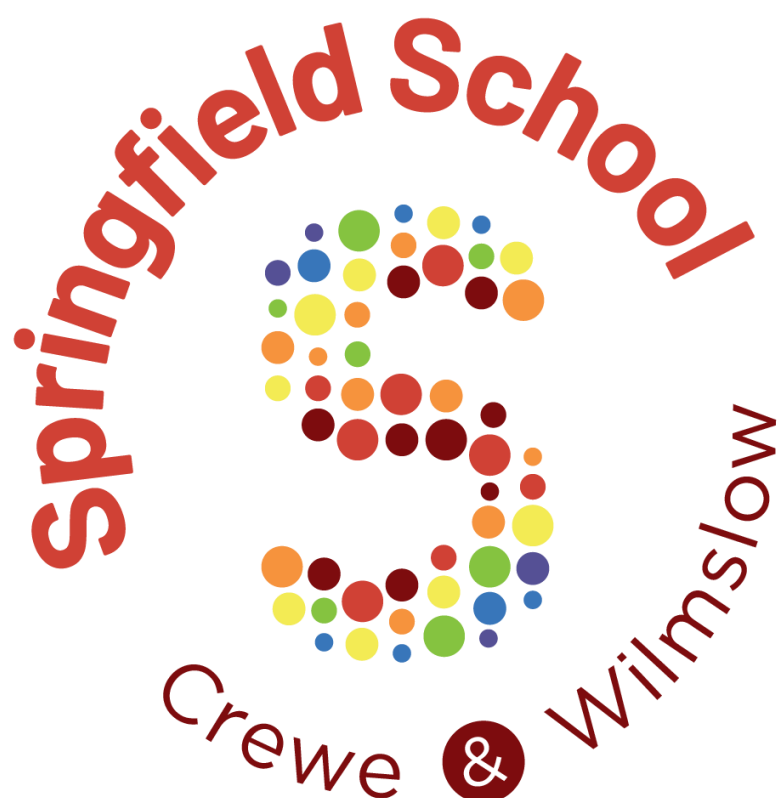


SPRINGFIELD SCHOOL POLICY



POLICY NAME: Mental Health &
Wellbeing

NEXT REVIEW DATE: 01/09/2026

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At Springfield School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

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 Springfield school we:

- help pupils to understand their emotions and feelings through appropriate methods that meet their individual needs
- help pupils feel comfortable sharing any concerns or worries
- help pupils socially to form and maintain relationships.
- promote self-esteem and ensure pupils know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

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 all 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:

- Whole school approaches
- Small nurture groups
- Specialised, targeted approaches aimed at pupils with complex learning and behavioural needs

Teaching about Mental Health

The skills, knowledge and understanding needed by our students 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.

All key stages currently following an adapted PSHE National Curriculum. This is added to with bespoke elements to suit the needs of our pupils eg: intimate care focus.

At Key Stage 4 pupils follow an adapted PSHE national curriculum and AIM unit.

6th Form follow focused AIM units that have not been covered at Key Stage 4 and individually focused on pupils targets.

Targeted support

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

- Circle time approaches
- Emotions & Feelings activities each morning
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Wellbeing Groups
- ELSA support worker employed by school
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

Support for Staff

The emotional health and wellbeing of staff is supported through the following methods:

- The leadership team all have an open-door policy for all staff members
- Referral to OHU available for counselling support
- Wellbeing Wednesday activities
- Friday Fairy
- Mental Health First Aider
- Half termly focuses using the NHS 5 ways to well-being to steer staff activities.

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

All staff will monitor pupil wellbeing using the following indicators:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Changes in behaviour.
- 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 designated safeguarding lead (DSL) OR Deputy Designated Safeguarding Leads (DDSL's).

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
- Changes in Behaviour/low level disruptive behaviour.

Working with Parents&Carers

In order to support parents&carers 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.
- School can support with making referrals to LD CAMHS and social care.

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
- Paediatricians
- LD CAMHS
- Counselling services
- Family support workers
- Therapists

Training

As a minimum, all staff will receive regular training in recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students 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.

Reviewed by: Safeguarding Leads/Mental Health Leads

Reviewed: Annually