

Alderman Payne Primary School



Mental Health and Emotional Wellbeing Policy

Date reviewed: September 2026

Date of next review: September 2028

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing. Policy Statement at Alderman Payne Primary 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.

Lead Members of Staff

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

- Sarah Mulford: Head Teacher and Designated Safeguarding Lead, Senior Mental Health Lead
- Nicola Hemsall: Mental Health and Emotional Wellbeing Lead
- Helen Topping: Deputy Designated Safeguarding Lead and Assistant Head Teacher
- Hayley Lakey: Drawing and Talking Therapist
- Julie Clarke and Hayley Lakey: Attendance Officers

We review training on an ongoing basis and therefore other members of staff may complete the necessary training and provide support to enhance this team.

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 and celebrate differences.
- Help children to develop emotional resilience (one of our 5 Fabulous Foundations) and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging. In every class you will find a class flag that promotes class values and teamwork.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements. An example of this can be seen on the class 'What went well' boards of which allow children to reflect on the positives of the week.
- 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. Alderman Payne has a trained ELSA that can offer support. This happens within the classroom, in the ELSA space (The Beehive) or the wellbeing garden. Other therapies such as Drawing and Talking are available also.

We pursue our aims through:

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

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.

Targeted support

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

- Managing feelings resources such as the 'worry monsters' that can be found in every class
- Managing emotions resources such as 'the incredible 5 point scale'
- Mental health and wellbeing groups
- ELSA support groups
- Zones of Regulation
- Drawing and Talking Therapy
- Pets as Therapy Dog visit

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales
- Zones of regulation
- ELSA referral and tracking forms
- Cambridgeshire Therapeutic Thinking Toolkit

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.

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.

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
- SEND Specialist Teachers and Practitioners
- Early Intervention Family Workers
- Educational psychologist
- Mental Health and Wellbeing Team
- Behaviour support through the SEND Specialist Teaching Team
- Paediatricians
- CAMHS (child and adolescent mental health service)

- Counselling services
- 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. 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.