Oakwood Junior School
Mental Health & Well-being Policy

'Every child is a learner and can achieve'.



Written by:	Mrs Fray
Approved by:	LGB
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'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'

(Education Observed D.E.S)

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Policy Statement
At Oakwood Junior School we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supporting and caring ethos and our approach is respectful and kind, where each individual is valued.

We know that everyone experiences life challenges that can make us vulnerable 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 Oakwood Junior 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
- Encourage children to be confident
- 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 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 pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder
- Promoting our school value around RESPECT and encouraging a sense of belonging
- Promoting positive mental health and emotional well-being in all students and staff
- Promoting pupil voice and giving them opportunity to participate in decision making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of self worth
- Providing opportunities to reflect
- Celebrating each student for who they are and making every student feel valued and respected
- Adopting a whole school approach to mental health and providing support to any student/staff member that needs it

- Raising awareness amongst staff and students about mental health issues and their signs and symptoms
- Enabling staff to respond to early warnings signs of mental-ill health in students
- Supporting staff who are struggling with their mental health

Lead Members of Staff

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

- Mrs Atwal – Head - Designated Safeguarding Lead
- Mrs Fray – Deputy - Deputy Designated Safeguarding Lead, Personal Development Lead and SENCo
- Miss Charlesworth – Mental Health Lead
- Mr Stone – Learning Mentor

Our Mental Health Lead has received the Mental Health First Aider Training.

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to the Designated Safeguarding Lead, who will then inform further relevant staff.

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 JIGSAW PSHE/RSHE Scheme of work (Appendix 1)

The school will also offer targeted approaches to support either individuals or groups of children. These activities may include:

- Discussion
- Circle Time
- Targeted use of JIGSAW resources
- Therapeutic activities such as relaxation, mindfulness techniques
- Talk and sort activities
- Timetabled time with the Learning Mentor
- HYGGE Room – a specially created room for the mental well-being of our school community
- Specialised books.
- Assembly themes

Communication/Worry boxes are established in all classrooms.

Additional Support

Additional support is provided for pupils who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted Support

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

- 'Meet and Greet' for pupils that need support with the transition from home to school
- Learning Mentor time
- Wellbeing and self-esteem groups
- Creative Mentoring
- Personalised support following 'Wishes and Feelings' assessments
- Nurture groups/provision
- Managing emotions resources
- Therapeutic activities
- Zones of Regulation activities
- Support for LGBTQI+ pupils

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

- The Boxall Profile

Signposting

We will ensure that staff, pupils and parents are aware of what support is available, such as:

Support	Referral Information
SPOA – Single Point of Access	School referral – Designated Safeguarding Lead https://www.derbyshirehealthcareft.nhs.uk/services/childrensmental-health-services-camhs-derby-and-southernderbyshire/im-professional/single-point-access-referral-form
Social Care	School referral - Derby City referral form on school Homepage. https://myaccount.derby.gov.uk/en/service/report_concerns_about_a_child Anybody who feels a child is at risk should make a referral
Art Therapy	Referral through social care or EHA
Counselling - school	School referral - Head teacher
Counselling – Safe Speak	Parent referral - telephone:01332 349177
CAMH's	School referral through SPOA Drop in referrals for non-referrals 1st Wednesday of each month @ 5-7pm, drop in for referrals 4th Thursday of each month @ 9-11am

School Nurse	School referral - Designated Safeguarding Lead
GP	Parent to make referral through GP appointment
Educational Psychologist	School referral – SENCO has referral forms
Paediatrician	Parent to make referral through GP
Early Help Assessment (EHA)	School referral – Designated Safeguarding Lead
Tree Tops Bereavement Counselling	therapy@treetopshospice.org.uk
NSPCC	National group – 0808 800 5000 https://forms.nspcc.org.uk/content/nspcc---report-abuseform/?_ga=2.202785105.1984485645.1592314181-1977825939.1585819465&_gac=1.144950656.1592314195.EAIaIQobChMIhaLr1riG6gIVme3tCh1vQwqAEAAYASABEgIqIfD_BwE

The school will work with all outside agencies to support a member of staff or child and their families.

Early Possible Indicators

School staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These concerns should be discussed with the Designated Safeguarding Lead.

Possible indicators may be:

- Physical signs of harm
- Irregular attendance and punctuality
- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Physical health deteriorating
- Anxiety
- Discussing self-harm or suicide
- Expressing feelings of failure, uselessness or less of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Drugs/alcohol abuse
- Secretive behaviour
- Becoming socially withdrawn/isolating themselves

Working with Parents

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Ensure that parents are aware who they should talk to in school if they are concerned about their child
- Make our Emotional Wellbeing and Mental Health Policy easily accessible to parents by sharing it online
- Share ideas about how parents can support positive mental health in their children
- Inform parents about the mental health topics they will be covering in the curriculum

Confidentiality

Where possible, the consent of the pupil and/or parents will first be gained before information is shared. However, it may not be possible to gain consent if a child is believed to be in immediate risk.

Training

Staff will receive regular updates and training regarding mental health and wellbeing through Briefings, Staff Meetings, outside providers for training and as part of their child protection training.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. https://www.minded.org.uk/

Staff Support

Oakwood Junior School recognise that the staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. The Head teacher, S.L.T. and Governing Body are committed to ensuring that the school practices support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff. The Head teacher, S.L.T. and Governing Body will:-

- Have a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships
- Ensure that decision making processes are clearly shared
- Consult on training and support needs through regular review
- Provide personal and professional development
- Support new staff with an appropriate level of induction
- Provide a programme of support for staff new to a role
- Provide support and dedicated leadership time for all Subject Leaders
- Operate Performance Management linked to clear job specifications
- Provide extra support from the Head teacher and SLT at certain times of particular challenge and/ or difficulty
- Provide a non-judgmental and confidential support system
- Promote information about and access to supportive services

- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school
- Maintain contact with staff when they are absent for long periods (by a named person)
- Review work life balance regularly and take action (Actions already taken include: additional PPA time for forward planning, regular dedicated noncontact time for Subject Leadership, meetings and after school events kept to a minimum, admin tasks linked to Teaching and Learning undertaken by Admin Team)

All staff have access to the online Schools Advisory Service to support their mental health: https://schooladvice.co.uk/staff-wellbeing/

Further information can be found in the staffroom or from the School Business Manager.

Policy Scope

This policy is a guide to all staff, including teachers, governors and non-teaching staff. It outlines our approach to promoting student and staff mental health and wellbeing. It should be read and understood alongside our other relevant school policies. Such as:

- Medical Policy
- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- PSHE Policy
- SMSC Policy
- RSHE Policy

Appendix 1_ Jigsaw Scheme Long Term Plan

JIGSAW – THE MINDFUL APPROACH TO PSHE

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN A Being Me In My World	• Getting to Know Each Other • Our Nightmare School • Our Dream School Rewards and Consequences • Our Learning Charter • Owning our Learning Charter	• Becoming a Class 'Team' • Being a School Citizen • Rights, Responsibilities and Democracy • Rewards and Consequences • Our Learning Charter • Owning our Learning Charter	• My Year Ahead • Being a Citizen of My Country • Year 5 Responsibilities • Rewards and Consequences • Our Learning Charter • Owning our Learning Charter	• My Year Ahead Being a Global Citizen 1 • Being a Global Citizen 2 The Learning Charter Our Learning Charter Owning our Learning Charter

AUTUMN B Celebrating Differences	• Families • Family conflict • Witness and feelings • Witness and solutions Words that harm • Celebrating difference: compliments • Challenging Homophobia –read and discuss 'King and King'. https://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2014/11/Andy-Moffatresource1.pdf	• Judging by Appearances • Understanding influences • Understanding Bullying • Problem-solving • Special Me • Celebrating Difference: how we look • Celebrating PRIDE LGBT+ https://www.stonewall.org.uk/system/files/pride_learning_pack_-_primary.pdf	• Different cultures • Racism • Rumours and Name-calling • Types of Bullying • Does Money Matter? • Celebrating Difference across the world • Challenging Homophobia – William's Doll - https://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2014/11/Andy-Moffatresource1.pdf	• Am I Normal? Understanding • Difference Power Struggles Why Bully Celebrating Difference Celebrating Difference
SPRING A Dreams and Goals	• Dreams and Goals • My Dreams and Ambitions • A New Challenge Our New Challenge Our New Challenge - Overcoming Obstacles Celebrating My Learning	Winter Water Safety - https://www.rlss.org.uk/Handlers/Download.ashx?IDMF=a1a5ba55-a55b-46c8-8fe3-822962be2f65 Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals We Did It!	Road Safety https://www.think.gov.uk/education-resources/exploreeducation-resources/?age%5B%5D=7-to-12 When I Grow Up (My Dream Lifestyle) Investigate Jobs and Careers My Dream Job. Why I want it and the steps to get there Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support	Rail Safety - https://switchedonrailsafety.co.uk/7-11-years/ Personal Learning Goals Steps to Success My Dream For the World Helping to Make a Difference Helping to Make a Difference Recognising Our Achievements

SPRING B Healthy Me	• Being Fit and Healthy Being Fit and Healthy What Do I Know About Drugs? Being Safe Safe or Unsafe My Amazing Body	My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and Assertiveness	Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure
SUMMER A RSE - Relationships	Family Roles and Responsibilities • Friendship Keeping Myself Safe • Online Being a Global Citizen 1 Being a Global Citizen 2	Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends Celebrating My Relationships with People and Animals	• Recognising Me Safety with Online Communities Being in an Online • Community Online Gaming My Relationship with Technology: screen time	What is Mental Health? My Mental Health Love and Loss Power and Control Being Online: Real or Fake? Safe or Unsafe?
	Celebrating My Web of Relationships		Relationships and Technology	Using Technology Responsibly
SUMMER B RSE – Changing Me	How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead	• Unique Me Having a Baby (Alternative lesson for • Piece 2) Puberty and Menstruation Circles of Change Accepting Change Looking Ahead	Self and Body Image Puberty for Girls Puberty for boys Looking Ahead 1 Looking Ahead 2	My Self Image Puberty Babies: Conception to Birth Adolescent Friendships Real self and ideal self

				The Year Ahead Royal Life Saving Certificate/Prevention of Drowning - https://www.rlss.org.uk/online-leaminglessons-for-7-11-year-olds