



Wallsend Jubilee Primary School Mental Health and Emotional Wellbeing Policy

Governance	
Version	1
Policy Officer	David Harrison
Adoptive Date	1.09.24
Readopted Date	1.09.26
Next Review date	1.09.28
Statutory	

Version History Log

Version 1	Description of Change	Date/Author



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

Policy Statement

At Wallsend Jubilee Primary School, we are committed to supporting the emotional health and wellbeing of our pupils, families 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 them 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 our school we:

- Have a dedicated nurture space 'The Cocoon Room'
- 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 'be the best they can be'
- 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
- Adapting a collaborative approach in our teaching and learning
- Creating an inclusive environment
- Promoting pupil voice and opportunities to participate in decision making
- Celebrating academic and non-academic achievements through assemblies or in class
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support/intervention from Nursery Reception to Year 6
- Embedding the 6 R's approach each day (resilience, responsibility, risk taking, readiness, reflection and resourcefulness)
- Having a calm designated space (Cocoon Room) for nurture interventions and meetings with children, outside agencies and parents/carers
- Supporting our parents/carers to understand the importance of being mentally healthy and how this can be done.
- Using our website to regularly share and upload appropriate resources/advice
- Offering Life Bags to support parents through challenging life events
- Offering dedicated support from the Wellbeing Lead

We pursue our aims through:

- Universal, whole school approaches
- Addressing recent/immediate challenges, including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Scope

This Policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupil's mental health needs overlap. This policy should also be read in conjunction with policies for Behaviour, Anti-Bullying, E Safety, Young Carers and PSHE. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- David Harrison – Head Teacher, Designated Safeguarding Lead
- Becky Hawkins – Deputy Headteacher and Deputy Designated Safeguarding Lead
- Levi Williams – Deputy Designated Safeguarding Lead, Wellbeing Lead, Attendance Lead and Designated Lead for Young Carers
- Joanne Tappenden - Deputy Designated Safeguarding Lead, Pupil Premium Manager, Designated Teacher for LAC (Looked after children)
- Cheryl Miller - Deputy Designated Safeguarding Lead, SENCO
- Fiona Tait – PSHE Lead
- Sally Anderson – PSHE Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are integrated into our PSHE and RSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching. Throughout the school there is an emphasis on enabling pupils to develop the skills and confidence needed to communicate feelings, speak out and seek help. We use the PSHE Association Guidance and Pol-Ed resources to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. We will follow PSHE curriculum objectives to deliver (RSE) relationship, sex and health education in an age appropriate way, e.g. what healthy and unhealthy relationships look like.

Triage pathway

To ensure we meet the needs of all children, we have a fair and efficient approach to supporting the social, emotional and mental health needs of your child. Please read below to understand the process our school follows.

Wallsend Jubilee Social, Emotional, Mental Health (SEMH) Pathway

Please send concerns via the school office, preferably via email (FAO Miss Williams). Miss Williams will contact you to discuss your concerns. The pathway below will then be followed.

Staff can email concerns directly to Miss Williams or arrange a meeting.

1. 1 to 1 check ins through the week with Miss Williams to gather the child's views and discuss their feelings
2. A meeting will be arranged with the family for 2 weeks after receiving the concern/ communication from the family or teacher. At this meeting resources may be provided to the family to use at home, based on the identified need or concerns.

3. Your child will then be added to a Weekly group, with pupils from their year group or key stage. Weekly tasks will be sent home, and the child will be offered the opportunity to discuss their feelings privately.
4. Your child will then be added to a Wellbeing course in school if this is appropriate. The current program is provided by Children Northeast and is delivered over a full term.
5. Your family may be offered an Early Help Assessment, Young Carers assessment or may be signposted to other external services (For example, Mindstars, Talking therapies, Parent Carer Forum).
6. School will discuss your child's needs with the Connect Mental Health Support Team if we feel the child needs further support.
7. A CAMHS referral may be recommended where we feel a child has significant needs that may require a diagnosis.

Please Note: This pathway will not look the same for each family or child. If we need to skip or repeat any of the steps in this process to get the best support for your child, we may do so at any point.

Young Carers

If your child is identified as a young carer through our process, they will have the opportunity to join our young carers club. Here they will complete emotional wellbeing activities on a weekly basis, plan and manage fun events in school that allow us to fundraise, as well as come to our weekly young carers after school club.

Here are some quotes from the Young Carers at our school:

'I like being a young carer because sometimes you can help out around school'

'I love going to after school because I'm with my friends'

'I like young carers because we make things in after school club'

'It makes you feel good about yourself because you get to help other people'

'You can help raise awareness about stuff'

‘You get to share your emotions, you know it’s a safe space’
‘Being a Young Carer gives me a break from learning to focus on myself’
‘I can express my feelings’
‘It’s fun and you learn how to control your emotions’

Identifying needs and warning signs

The whole school team will communicate regularly and work closely with one another, ensuring that any pupil displaying behaviours which indicate an emerging need are quickly identified, monitored, and supported.

Staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously, and staff will communicate their concerns with the Wellbeing and Parents.

Possible indicators of needing support:

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

To support parents/carers we will:

- Highlight sources of information to support mental health and emotional wellbeing on our school website or via ParentMail, where we will share ideas about how parents/carers can support positive mental health with their children and themselves.
- Provide ‘Life Bags’ that parents/carers can borrow to enable them to support their child with issues such as bereavement and loss, divorce and separation, anxiety, depression, bedtime routines and dementia.
- Ensure that all parents/carers are aware of who to talk to if they have concerns about their child.
- Make our Mental Health and Emotional Wellbeing policy easily accessible to parents.

Working with other Agencies and Partners

The school will work with other agencies to support children's emotional health and wellbeing including:

- School Health Team
- Parent Carer Forum
- CONNECT Mental Health
- Educational Psychology Service
- Silverdale Outreach Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services
- North Tyneside Early Help Team
- North Tyneside Supporting Families Team
- North Tyneside Carers' Centre
- Language and Communication Team
- Speech and Language Team

Knowledge and Understanding

All staff will know how to recognise and respond to mental health issues and receive updates and training in this area. Weekly staff meetings will open with 'safeguarding issues' giving staff an opportunity to discuss any concerns.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our CPD process and will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Miss Williams alongside our Young Carers and School Counsellors

To be reviewed: 2026