



# Mental Health and Well-being Policy

## 2025/26

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## Children's Mental Health and Well-being at Barley Croft Primary School

At Barley Croft Primary School we are passionate about promoting and supporting the mental health and wellbeing of our whole community. Children's mental health is a crucial factor in their overall well-being and impacts on their learning and achievement.

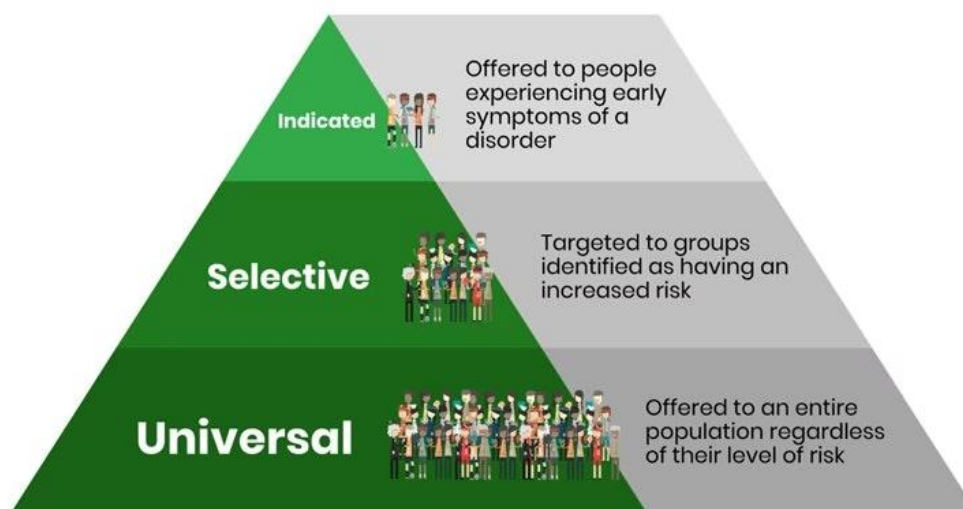
*"Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life." (DfE 2018)*

At Barley Croft, we aim to help develop the protective factors that build resilience to mental health problems and to be a school where:

- The child is always at the centre of everything we do and we recognise that early intervention is vital
- All children feel valued, safe, supported and have a deep sense of belonging.
- Children's voice is strong and acted upon.
- Positive mental health is actively promoted and valued by all members of staff.
- Children are able to talk to trusted adults without any stigma.
- Children are able to articulate what it means to have good mental health and how to improve their own
- Staff are vigilant to changes in children which may indicate a poor state of mental health and put interventions in place quickly.
- We work with parents and caregivers successfully to achieve the best outcomes for their children ensuring we involve them as appropriate in the support we put in place.
- We work appropriately with external agencies to support our pupils with their mental health and wellbeing.
- Children leave Barley Croft with a 'suitcase of happy memories' and with high self-esteem.

## How the policy is implemented for children at Barley Croft Primary School:

The diagram below shows how the policy for children's mental health and well-being is implemented in our school and the type and level of support offered to children to support a good level of mental health and well-being.



### Universal – offered to the whole school regardless of the level of risk

- All children have robust, progressive age-appropriate PSHE lessons weekly and PSHE opportunities are woven through our wider curriculum throughout the school - (see PSHE policy and progression with links to Real Project)
- Each week we focus on a different learning behaviour linked to our dinosaurs: *Tryceratops*, *Responsadon*, *Collaboradocus*, *Explorex* and *Thinkasaurus*.
- Prompt referrals to pastoral lead, family link worker or SEND lead as teachers are aware of family risk factors that may put children at risk of poor mental health and well-being and are vigilant to change in behaviour/ appearance/ attitude.
- We have clear policies (Behaviour / E-Safety etc.) in place to keep all children safe and happy.
- We have Mental Health First Aiders available for all children.
- We foster excellent parent and school relationships and communicate with parents in a wide range of different ways.
- Our school has an active school council (Young Consultants) and regular pupil voice interviews.
- A wide range of after school clubs are offered to support wellbeing
- A free Breakfast Club is available everyday to every child to support fulfilment of their basic needs and their wellbeing.

### Selective - targeted to groups / individuals at increased levels of risk:

Our teachers, teaching assistants and class-based staff offer a wide range of in-class interventions and support strategies to all pupils which may include:

- Focusing and praising on what individual and groups of children have achieved or have made a good effort at doing which supports the raising of self-esteem for those pupils.
- Giving pupils jobs or areas of responsibility within the classroom, recognising the important contribution that makes to a successful learning environment and school.
- Meet and greets with children every morning, especially those identified as being particularly vulnerable or at risk.
- Using a home-school link book for regular updates to parent/s on the wellbeing of a child
- Class based Interventions for those children with SEND to support self-esteem and feelings of achievement.
- Personalised curriculums, as appropriate, with achievable goals.
- Reasonable adjustments for students with special educational needs or vulnerable students.
- Scheduled time to meet with children who may have poor wellbeing and/or mental health, possibly with other school-based staff highly trained in supporting children's mental health and well-being.

### Indicated - offered to children experiencing early symptoms of a disorder

We work with a variety of external agencies to support children who may be experiencing early symptoms of a disorder or to whom we ask for advice from to support the work in school that the staff undertake. These include -

- Social Care/Early Help Team
- Youth Offending Team.
- Young Carers.
- School Nurse.
- LAC – one to one tutors.
- Family Support Workers.
- Child and Adolescent Mental Health Services (CAMHS).
- Educational Welfare Service (SAP/court/fine).
- Family Intervention Service.
- Educational Psychology.
- ADHD assessment (via CAMHS).

We have a Service Level Agreement (SLA) in place for all the agencies we work with, including CAMHS (if they are coming in to deliver interventions). It states the expectations around timings, number of students, the referral pathway and metrics of success

## Roles and responsibilities of non-teaching staff who support children's mental health and well-being:

### Pastoral Lead

Our experienced Pastoral lead supports class teachers and teaching assistants and leads on a wide range of SEMH interventions with individual children and groups of children as appropriate.

### SEND Lead

Our SEND lead carries out internal SEMH assessments, monitors, observes and facilitates school based interventions and refers to external agencies where necessary.

### Family Link Worker

The Family Link worker supports parents with their child's mental health and mitigates the risk of a child experiencing poor mental health by providing wider support for families; food, housing, benefits etc.

### SLT

The Senior Leadership Team have an overview of the mental health status and needs of the children in school and actively work with all staff and external agencies to ensure there is a good level of mental health and well-being for all pupils.

## Staff mental health and well-being at Barley Croft Primary School

Life's challenges and experiences will affect emotional health and wellbeing and at times, individuals may need additional emotional support. We believe that positive mental health is everybody's business and that we all have a role to play in understanding emotions, sharing concerns and worries and promoting self-esteem, confidence and emotional resilience. We support each other to be able to manage setbacks and make positive changes for the future.

Barley Croft Primary School is therefore committed to doing all it can to identify, highlight, monitor, assess, mitigate and minimise such stresses and to provide assistance to members of staff who may be suffering any kind of adverse effects on wellbeing.

The school accepts the Health and Safety Executive definition of work-related stress as -

*"The adverse reaction a person has to excessive pressure or other types of demand placed on them."* This is a clear distinction from what would be considered 'reasonable pressures' which stimulate and motivate employees and 'stress' where an individual feels they are unable to cope with 'excessive pressures' or demands placed upon them.

### Our Approach:

In order to ensure that our approach to wellbeing is broad and comprehensive, the school follows a model based on a legitimate and widely accepted model of workplace motivation; Maslow's Hierarchy of Needs. The school has developed five layers of wellbeing based on the five stages of Maslow's pyramid;

1. Fundamental basic needs
2. Belonging
3. Respect of others
4. Self Esteem
5. Self-actualisation

The school aims to consider and improve wellbeing in each of these five layers as follows;

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| <p><b><i>Fundamental Basic Needs:</i></b><br/>We want members of our team to have access to the basic things they need to feel comfortable and do their jobs; and when there is an issue, to be able to get help.</p> | <p><u>What we do:</u></p> <ul style="list-style-type: none"><li>• generous teaching and contact load for class room staff;</li><li>• free tea, coffee, milk;</li><li>• subsidised/discounted canteen food;</li><li>• unlimited (no budget) access to stationery, resources, equipment and printing for work purposes;</li><li>• leave, at the discretion of the Headteacher, for life events (such as a child's graduation or nativity play;)</li><li>• a well maintained and well-appointed building;</li><li>• dedicated teacher allocated class rooms;</li><li>• modern technology, Wi-Fi, access to laptops and Macs for home and work use;</li><li>• a resourced and modern staff room and staff work area;</li><li>• opportunities for everyone to share how they are feeling e.g. in staff / phase meetings</li><li>• a generous pension scheme – school is part of Teachers' Pension Scheme</li></ul> |
| <p><b><i>Belonging:</i></b><br/>We want members of the team to feel that they are part of the school culture and ethos and part of a supportive and enriching team of colleagues.</p>                                 | <p>The school provides;</p> <ul style="list-style-type: none"><li>• staff 'Golden Week' treats and social events which provide opportunities to create bonds and bring people together;</li><li>• INSET and other training, which aims to ensure that everyone understands the culture and vision of the school;</li><li>• a robust and well thought out system of protocols and routines which create cohesion, calm and order;</li><li>• regular subject area time for development of professional and working relationships;</li></ul>                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• mentors and members of the 'teaching and learning team' who provide coaching and training to ensure that members of staff at all levels feel part of the school's development and success;</li> <li>• supportive and regular line management meetings in which issues can be raised and problems discussed and which provide direct access to the senior leadership team for ideas, suggestions or areas of concern;</li> <li>• Thank and Praise (T.A.P.) wall recognising great effort by staff members.</li> <li>• 'I'm mugged' – a weekly mug of treats given anonymously to a staff member from a colleague in recognition of who they are and what they bring to the team.</li> </ul> |
| <p><b>Respect:</b><br/>We want staff to feel respected for their effort and professionalism and for that respect to be visible.</p>                                                                                         | <p>The school provides;</p> <ul style="list-style-type: none"> <li>• a robust behaviour management system which provides staff with a safe, calm and orderly working environment and effective support in the event of poor or disrespectful behaviour;</li> <li>• a system of TLR and responsibility payments which recognise professional responsibilities</li> <li>• objective and open performance management process;</li> <li>• consultation processes in areas of impact such as marking policy, wellbeing policy, COVID plans and RSE policy;</li> <li>• open and honest communications by senior leaders about plans and developments;</li> <li>• a culture which respects diversity and inclusion.</li> </ul>             |
| <p><b>Self-esteem:</b><br/>We want members of our team to feel that they are doing a great job; not just because they have the respect of their peers, students and senior leaders but because they themselves feel it.</p> | <p>The school provides;</p> <ul style="list-style-type: none"> <li>• an outward looking and research based CPD program providing members of our team with quality CPD that supports career progression and may be related to single subjects or toward the whole-school level</li> <li>• a culture of giving opportunities and chances;</li> <li>• ownership over the curriculum, teaching style and pedagogical method;</li> </ul>                                                                                                                                                                                                                                                                                                 |



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| <p><b>Self-actualisation:</b><br/>We want being part of our team to be part of a life journey and to give each member of our team a sense of worth and personal growth.</p> | <p>The school provides;</p> <ul style="list-style-type: none"> <li>• the freedom to create impact; backing and encouragement to implement ideas and projects within our school culture;</li> <li>• support for life projects such as NPQ , HLTA, TA qualifications</li> <li>• an opportunity to be part of a school that makes a difference to the community.</li> </ul> |
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### Workload

The school recognises that there are many factors in a school environment which can cause undue workload, stress and anxiety; the school works to actively organise itself to find innovative ways to reduce undue workload. Members of the SLT and PLT relieve the traditional workload of teachers by –

- quality assuring, editing and writing aspects of teaching and learning
- making pastoral and behaviour calls to parents as necessary
- analysing data and suggesting and supporting appropriate follow-up actions
- supporting the oversight of subject-specific and Phase budgets
- creating curriculum models and templates for teachers to follow
- distributing agendas for meetings and ensuring time limits are adhered to.
- emails are only expected to be actioned within working hours
- scheduled release time for leadership roles
- scheduled release time for whole-phase planning meetings
- consideration of the workload requirements of new initiatives
- 1265 time budget given to teaching staff at the start of the year
- publishing deadlines and requirements well in advance
- encouraging collaborative planning
- maintaining a feedback policy which is effective and time-efficient

### Targeted support

Where necessary, we work with individuals to give further in-school support which may include -

- Return to work interviews on the day before work starts and stress action plan put in place if necessary. Phase leader/line manager aware and can support.
- Mentoring system for new staff/ long term sick returners/ maternity leave returns.
- Regular supervision for all DSLs.
- Stress management toolkit for staff requiring support.
- Regular wellbeing check-in meetings for staff requiring support
- Phased returns and additional non-contact time given where necessary.

### Specialist support

We work with a number of external agencies to support the mental health and wellbeing of our staff. Staff can self-refer or be signposted to additional support -

- SAS
- Amica
- Occupational Health



### Roles and responsibilities:

All members of the Barley Croft Primary School team are responsible for considering staff wellbeing at the forefront of their daily thinking, their planning and their execution of daily duties including

- treating everyone with respect and kindness;
- looking after the environment;
- maintaining a positive atmosphere;
- taking part as a team member
- following routines and expectations.

In particular, all adults in the school have a responsibility to raise potential wellbeing issues to their line managers with openness and honesty and without delay.

### *Senior Leadership Team*

All members of the senior leadership team are responsible for highlighting, discussing, monitoring and dealing with issues of staff wellbeing through their roles as line managers.

### *Mental Health and Staff Wellbeing Lead – James Canham, Deputy Headteacher*

The Staff Wellbeing Lead is responsible for the operational implementation of this policy;

- promoting and ensuring that members of the Barley Croft Primary School team are aware of and have access to the resources outlined in this policy;
- collecting, monitoring, and responding to feedback and consultation on this policy and its provisions;
- reporting to the senior leadership team on matters of staff wellbeing arising from new developments, initiatives or research and maintaining a research and evidence based response