

Bournmoor Primary School

Mental Health and Wellbeing Policy for Pupils

Headteacher:	Mrs Laura Snowdon
Chair of Governors:	Mrs Lynda Carr
Date of Review:	October 2027

Rationale

At Bournmoor Primary School we recognise the important role that schools play in supporting the mental health and wellbeing of children. By providing high quality pastoral care, we can support pupils to develop into resilient adults with good mental health. This includes making sure that pupils know how to keep mentally and physically healthy. Good mental health is important for helping children to develop and thrive. In our school we ensure that each child is seen as an individual and tailor support to the particular needs of the pupil. We appreciate that school staff cannot act as mental health experts and should not try to diagnose conditions. However, we offer an inclusive, supportive learning environment where staff are aware of the necessity to monitor children, to identify issues and to seek advice and guidance in the best interests of the child.

Our approach to mental health and wellbeing

In our school, we promote an inclusive and whole school approach to good mental health. We understand that all staff have a key part in promoting, monitoring and taking actions that support the wellbeing of all pupils. We know that the culture for a positive and pro-active approach to mental wellbeing is conveyed by the leadership of our school and through our whole school focus.

Key staff in our school:

Mrs Laura Snowdon	Designated Safeguarding Lead
Mr Oliver Seaton	Deputy DSL
Miss Heather Purdy	SENCO
Mrs Claire Donnelly	Parent Support Advisory
Mrs Emma Lovett	SEN & Inclusion Governor

Possible warning signs

School staff may become aware of changes in a pupil that could indicate that the child is experiencing mental health or emotional wellbeing issues. Any warning sign should be taken seriously and this should be communicated to the Designated Safeguarding Leads. Possible warning signs may include:

- an increase in lateness or absenteeism
- changes in mood or activity
- becoming more withdrawn
- changes in eating habits
- expressing feelings of uselessness, loss of hope or failure
- physical symptoms with no evident cause e.g. pain or nausea
- talking about self-harm or suicide
- changes in sleeping habits

Support for pupils anxious about school

If a child is anxious about coming to school, we work collaboratively with home to offer support. Our Parent Support Advisor, Headteacher or SENCO can work with parents to offer amendments to support children into their learning environment. Our aim is to provide a warm welcome where children are supported to join their class or intervention group. We offer sensory toys e.g. chew toys, fidget toys, ear defenders as required to help children to settle. By offering these adaptations, we aim to reassure children that our school is a place of safety and nurturing. All staff (through our SEN training) know the positive impact of amendments and work collaboratively to ensure pupils have the support they need.

To support children who are absent from school, we work positively with families to encourage good attendance. We remind parents to contact school each day of the absence and our policy sets out our expectations. We employ a Parent Support Advisor who contacts parents requiring support with attendance and on occasion, where additional advice is needed, we refer to our Local Authority Attendance Team for guidance. Our attendance monitoring highlights any patterns or areas for concern and we address these in a supportive way, keeping parents informed.

To support children coming into school, we offer a warm welcome every day to our pupils and families during our morning meet and greet. Once our school gates are opened, children come straight into the building to begin their

day. We have established routines for children as we know from their feedback that they benefit from the opportunity to access adults as they enter school and show on the 'Zones of Regulation' chart in their class how they are feeling. This ensures that adults can support pupils from the start of the day. This is continued in our school across the day and is done by all staff. For example, our lunchtime staff continue this during the lunch break, enabling games and collaborative play. Staff praise children for their inclusion of others and for working together. We use positive language in our school for praising good choices, kindness and school work so all children can hear this.

Support and intervention

We have a range of additional resources for children to help with support they may need for example, wobble cushions, fidget toys, worry monster should the children feel anxious. Our Nursery also have a wide range of resources to support e.g. lights and a sensory tent for children who have additional needs.

Children are encouraged to support each other through a wide range of approaches including:

- We refer to our classes as a team working together
- Class charters that are agreed with the children
- School councillors who are voted for by children
- Support for younger pupils by older members of our school
- Activities where age groups work together to develop nurturing and inclusion
- We have our team ethos e.g. in Sports Day
- Group and partner work in class throughout the curriculum
- Peer evaluations used to check work and add positive comments and some next steps
- Children act as role models and offer peer support
- Buddy support for children who join our school

Bournmoor Primary School staff work closely with professionals in order to access support for pupils. We work with a wide range of services including:

- Our Parent Support Advisor (Mrs Donnelly)
- The Equalities Team
- SEN team
- Speech and Language Therapy
- One Point Children's Centre
- School Nurse team
- Durham Movement Difficulties Service
- Durham Families Information Service (Local Offer)
- CAMHS
- Educational Psychology Service

Working with parents

Staff are on the yard morning and afternoon so parents can speak directly to them with any questions or concerns and we aim to address issues quickly as part of our positive communication. Our SENCO is available and can provide sources of information about emotional and mental health. There are local support groups in the area and information is in our main foyer on the notice board for parents. We can provide copies of information or contact details for support groups in our area. When new parents join our school, we offer a warm welcome and take time to get to know them, as well as settling their child in. We strive to build positive relationships as we know how important it is that families can approach us.

Gathering pupil views

Children have a range of ways they can talk to staff e.g. worry monsters in the class, Zones of Regulation chart, comment boxes in classrooms and notes to Mrs Donnelly in her box. Children are reminded regularly they can talk to Mrs Snowdon, Mrs Donnelly or other members of staff if they would like to. All members of staff make themselves available and children. We gather pupil voice in many ways including: through informal talking, pupil questionnaires, class discussions, PSHE lessons, when pupils vote and through their feedback in lessons.

Curriculum, teaching and learning

As part of their health education curriculum, children are taught about mental health. Our PSHE programme is delivered in a carefully sequenced way within a planned programme of lessons using the Jigsaw Scheme. The focus in our primary school is on teaching the characteristics of good physical health and mental wellbeing. We make it clear that mental well-being is a normal part of daily life, in the same way as physical health.

Children learn about 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me' throughout the year but the key Jigsaw pieces for learning about mental health are:

- Healthy Me
- Relationships
- Changing Me
- Celebrating Difference

Through these units, children can learn about aspects of mental health which include:

- Mental wellbeing is a normal part of daily life
- There is a normal range of emotions
- To recognise and talk about their emotions
- The benefits of physical exercise and time outdoors
- Simple self-care techniques
- Isolation and loneliness can affect children and they should share their feelings
- That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- Where and how to seek support
- Problems can be resolved if the right support is made available, especially if accessed early enough.

Building confidence

Building confidence in all children is key and we do this through supportive systems such as 'Zones of Regulation', rewards, positive praise, stickers and moving pegs up on our behaviour system. We encourage pupils to be resilient and try out their ideas, develop their thoughts and share their answers. To ensure all children are included, adaptations to behaviour support and learning are put in place by staff to develop self-esteem. We encourage all children to try their best and believe in themselves. This is backed by our work on 'Value of the Month' which include: resilience, determination, courage and self-belief. Staff in school set out the high expectations for behaviour, conduct, learning and collaboration and we have systems in place to reward this. Children are set goals in both their academic work and in their approach to school life to help them focus on improvement, knowing they will be praised for their efforts. Our aim is to build self-esteem by allowing pupils to access new learning and experiences, praise them for doing this and ensure that support is there when needed to build self-confidence. We ensure that children also have quiet, reflection time built into their days as we know how important it is to have calm time to think or contemplate.

Learning spaces

Teachers organise the classrooms and learning spaces to provide a variety of teaching and learning approaches. For example, we have a library, a quiet intervention room, reading areas, outdoor Early Years area, an art area and outdoor learning spaces. Teachers and teaching assistants use a range of approaches which utilise these spaces so children can enjoy learning in a variety of ways. In each classroom there is a wide range of resources to support teaching and learning. Toolkits are on children's desks to support independence and supply necessary resources e.g. phonics mats, 100 number squares and maths equipment. Also, we use laptops for a range of software and this is planned in to support learning. There is a range of reading materials available to support children for both guided reading and reading for pleasure.

Promoting healthy lifestyles and building confidence

As part of our focus on physical and mental health, healthy lifestyles are promoted in school through our PE curriculum, Science and PSHE. Healthy lifestyles are also promoted through a variety of approaches including:

- Assemblies and visitors e.g. fire brigade, school nurse, sports coaches

- PE activities through our Sport Premium to encourage children to try new sports
- Healthy lunches provided by Chartwells
- Promotion of healthy packed lunches
- D & T curriculum developing food technology skills
- Our school curriculum e.g. Science lessons, PSHE discussions, circle time
- Promoting financial capability
- Science lessons where discussion of healthy eating and lifestyles is promoted
- Extra-curricular clubs which reflect children's interests

Promotion of self-confidence and independence are essential skills in children as they are the building blocks for their future. We promote these skills through a variety of ways:

- Residential visits to Robinwood where pupils are challenged to try new activities
- Focusing on Mental Health Day each year to raise awareness and promote positive discussion
- Working with outside agencies e.g. If U Care Share to allow children to learn about emotions and the need to share their feelings
- Through a challenging curriculum e.g. problem-solving activities where good teaching supports children to achieve
- Responsibilities in school to develop independence and confidence e.g. lunchtime helpers, Rights Respecting Champions, school councillors
- Pupils are encouraged to bring in achievements from home to build their confidence and talk about subjects that are familiar to them
- Activities and clubs to develop skills and promote confidence

Moving to our school

We recognise that joining a school, or moving to another school, can be a difficult process for children and we aim to make this as easy as possible. Our new Reception starters are offered visits to school in the summer term to enable them to meet their class teacher and get to know the routines. Sometimes children have to move school during an academic year and this can lead to anxiety. At Bournmoor we recognise this and work to support children and families to have a smooth transition. For example, we meet the parents to help build home and school relationships, meet the pupil and show them around our school, keep all staff informed of the new pupil's arrival and any additional needs they may have. This ensures that they can quickly settle in with the correct support and look at the help already provided to the pupil to ensure a continuous service can be given. This also applies to our Year 6 moving to Year 7 who have transition visits and we share information with our secondary colleagues. When required, we recommend that Year 6 pupils access additional visits to their secondary school and this is through discussions with our secondary colleagues during transition meetings.

Safeguarding as part of mental health

At Bournmoor Primary School, we acknowledge that mental health problems can, in some cases, be an indicator of safeguarding issues. If staff have a mental health concern that is also a safeguarding concern, staff will follow the procedures in our Safeguarding Policy. The Safeguarding Lead (Mrs Snowdon) or Deputy Safeguarding Lead (Mr Seaton) will be informed. We understand the important role that staff have in working together to safeguard children and through prompt actions, it may prevent concerns from escalating.

The role of governors

We have governors for SEND and Inclusion in our school. Governors play a key role in ensuring that school leaders are held to account to secure the best outcomes for children through effective decision making and monitoring. By working closely with governors, we can ensure that our systems for supporting children are monitored through reporting to the full governing body and also via governor monitoring visits. This includes a strategic overview of attendance, data including exclusions, behaviour, pupils working off-site, etc to ensure that our approaches are having a positive impact.

Linked policies

This Mental Health and Wellbeing Policy fits with a range of policies and documents that support children in our school. These include:

- Anti-Bullying Policy

- Behaviour Policy
- Keeping Children Safe in Education 2026
- Policy for Looked after Children
- PSHE Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Self Harm Policy
- SMSC document

References

- Keeping Children Safe in Education 2026
- Equality Act 2010
- Self Harm Guidance for School Based Staff (Durham County)
- Promoting children and young people's mental health and wellbeing - HM Government and the Children and Young People's Mental Health Coalition

Useful Contacts for Local Services

Service	Contact details	Address
Crisis CAMHS	0191 441 5733	Lanchester Road Hospital
CAMHS Single Point of Access:	Referral email – tewv.camhscountydurhamdarlington@nhs.net	The Mulberry Centre, The Rowan Building Darlington Memorial Hospital, Hollyhurst Road Darlington, DL3 6HX
First Contact (Single Assessment Procedure)	03000 261 112	Chester-le-Street
Durham Schools' Counselling Service	03000 263 333	Countywide
Emotional Wellbeing and Effective Learning Team	03000 263 333	Countywide
One Point Chester le Street	030002 61112	

National & Local Information for Parents/Further Information		
Rollercoaster Parent Support Group	Tel 07415380040	
If U Care Share Foundation	www.ifucareshare.co.uk 0191 3875661	The Close East, 27, Chester-le-Street DH2 2EY
National self-harm network	www.nshn.co.uk/	
The Samaritans	08457 909090,	
Childline	0800 1111	
Young Minds	Parent helpline: 0800 8025544 www.youngminds.org.uk	
NICE Guidelines: short term management of self harm within primary and secondary care	https://www.nice.org.uk/guidance/ng225	