

## TANKERSLEY C of E (A) PRIMARY SCHOOL

# MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY



***“Guide me in your truth and teach me, for you are God  
my saviour and my hope is in you all day long.”***

***Our vision is to:***

- ***Love our learning.***
- ***Know that God is with us, loves us and has a plan for us.***
- ***To make the world a better place.***

**We aim high and have self-belief**

**We have community spirit**

**We are enterprising**

**We have enquiring minds**

**We are respectful**

**Updated and Governor approved: September 2026**

**Next review September 2027**

## **Mission Statement**

At Tankersley St Peter's Primary School, we believe in fostering a nurturing and inclusive learning environment that supports the overall well-being of our pupils. This helps us to implement our school vision as we all strive to make the world a better place. Recognising the crucial role that mental health plays in a child's development, we are committed to promoting a positive and supportive atmosphere where every student feels valued, safe and is encouraged to reach their full potential as they love their life-long learning.

## **Tankersley Commitments:**

1. **Holistic Well-Being:** We acknowledge that mental health is an integral part of overall well-being. We strive to create an environment that promotes not only academic success but also the emotional and social growth of each pupil, with opportunities for reflection.
2. **Open Communication:** We are dedicated to maintaining open lines of communication with students, parents and staff. By fostering a culture of transparency, we aim to create a supportive network that addresses the needs of our school community.
3. **Mental Health Education:** We are committed to integrating mental health education into our curriculum. Through age-appropriate programmes and activities, we aim to enhance childrens' understanding of mental health, reduce stigma and provide them with the tools to navigate challenges.
4. **Professional Support:** Our school recognises the importance of professional support for students facing mental health challenges. We strive to provide access to Compass Be services and work closely with parents, guardians and external resources to ensure a comprehensive support system.
5. **Positive School Culture:** We actively promote a positive and inclusive school culture that fosters kindness, empathy, and resilience. Through proactive measures, such as anti-bullying initiatives and social groups, we aim to create a safe and supportive environment for all.

Together, we can create an environment where every student feels supported, valued, and equipped to face life's challenges.

## **Intent and aims of our mental health and emotional wellbeing policy**

The Department for Education (DfE) recognises that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy." Our School is a place for children to experience a nurturing and supportive environment. We support the children to develop their self-esteem and build resilience. We understand all children and their families go through ups and downs and some face significant life events.

We know that anyone in our community may need additional emotional support to cope with life's challenges.

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where:

- Every child feels valued
- Every child has a sense of belonging
- Every child feels able to talk openly with trusted members of staff about their problem;
- Positive mental health is promoted
- Bullying is not tolerated, including online bullying

We recognise the importance of supporting positive mental health and wellbeing for the whole School community. At Tankersley St Peters, positive mental health is everybody's responsibility.

### **What does 'good' emotional health and wellbeing in our school look like?**

The emotional health and well-being of all members of our school are fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

Children have:

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive relationships
- The ability to take responsibility for themselves and make practical decisions

We also want our children to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others for themselves
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals
- Recover from setbacks and persist in the face of difficulties.
- Work and play co-operatively
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

### **Curriculum organisation and implementation of Mental health and Emotional wellbeing.**

Our school vision facilitates the opportunities to Aim high, have Self-belief and Respect others, which strongly link to all that we do in school to support mental health and wellbeing.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through both our planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

Through our whole school RSE and PSHE programme (using 1 Decision materials along with key lessons from the National Online Portal), we teach social and emotional skills to develop the children's confidence and resilience.

In EYFS and KS1, we explore simple strategies for managing feelings and who to go to if they are feeling worried or upset. In KS2, we help the children to develop positive coping strategies and build their understanding of how to motivate themselves, be supportive of others and the importance of talking to someone and how to get help. We use the emotional regulation 'Healthy Minds' scale across school so that children can feel, name and express which zone they are in. Emotional regulation involves understanding and supporting all feelings so that children can learn and practise strategies to get back to their green zone: 'Just Right' brain. Some children have individual Zones of Regulation with inbuilt sensory strategies, appropriate for the child's needs.

Our School promotes positive mental health and we aim to prevent mental health problems through our developed range of additional activities and strategies including

- Transition programmes – activities (including our labyrinth with our Christian group) and other programmes to support Year 6 children moving onto High school.
- Whole School initiatives – Worship council, School Council, Inclusion Working Party, School Ambassadors (eg Walking to School Week); Headteacher wristbands.
- Clearly identified rewards, consequences and restorative conversations, understood by all as part of our Behaviour and Anti-Bullying policies. Worship certificates, class points and certificates for home are also used.
- Providing a forum for listening and talking, e.g. Philosophy for Children (P4C), circle time, Social groups or 'Come & Chat with the mental health champion.'
- Opportunities to share worries – prayer box, circle time, class worry box.
- Our Christian attribute beads to help children to use and appreciate kindness and self control for example.
- Encouraging co-operation and collaboration through our Kagan structures – E.g Think, Pair Share and Rally Robin.
- Developing social competence and empathy e.g. through our global schools work.
- Encouraging and developing coping strategies and resilience.
- Mindfulness and Yoga as part of the Early Years 1 Decision programme.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, peace, trust, perseverance, service, truthfulness, resilience, wisdom and thankfulness. At Tankersley, we promote this by using our Christian attribute beads which help us to know that God is with us and loves us as we make the world a better place. Children are grouped in a variety of ways to promote the achievement of their best learning and social/emotional outcomes. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

We see **parental involvement** as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Parent meetings, SEN review and Annual review meetings for parents of children with an EHCP.
- Parental workshops- phonics, reading, maths, physical development.
- Annual parental questionnaires sent out to help us build on what we do best and identify areas for improvement.
- Termly family sessions in each class for parents/carers/ grandparents to come and work in school e.g craft fairs and reading afternoon teas.
- SEND coffee afternoons.
- Family involvement in Family Help meetings with multi-agency support.
- Compass Be parent workshops and family meetings to support pupils and their families when needed.
- Inviting parents to Christmas Nativities, Carole Service, Easter Service and End of Year Service as well as EYFS trips.
- Regular blogs on the school website and updates on class twitter accounts.

## **Inclusion**

All curriculum policies make reference to inclusion, which is key to our school ethos and school vision. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equity and equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children. Adaptive teaching and adjustments are based on identified needs. Our School Support Plans and EHCP monitoring plans for children on the SEND register, also detail Social, Emotional and Mental Health needs, smart targets and provisions where appropriate. We have a Compass Graduated support plan for Social, Emotional and Mental Health which details all of our school provisions, offers and interventions that we have available from Universal support up to Specialist support.

## **Pastoral organisation for pupils**

We pride ourselves on the whole school team approach that is integral to our way of working at Tankersley St Peters CE Primary School. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions and lunch time clubs.

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for good emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health:

- A School Council with elected membership from Reception-Y6.
- A worship Council
- An Inclusion working party
- School Health Champions
- 'Random acts of kindness'
- Achievement assemblies.
- A whole school system of rewards for individuals, for example a star of the week, reading tokens and attendance awards.
- Mental Health and Well-being Champions.

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and/or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

## **Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Tankersley St Peters Primary school. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. There is a weekly staff kindness certificate and gift as well as planned staff activities across the year. Staff workload is considered with confidential support and routes for raising concerns.

Mental Health Inset training for Staff has also taken place and been delivered by Compass Be. Compass Be are also involved in staff wellbeing initiatives.

We have a named Governor for SEND and Mental health and well-being (M.Crossley) who is also involved in the Inclusion working party, helping to implement and monitor the procedures for supporting emotional well-being within our school along with V.Harrison (Headteacher) and M.Hartley (SENCO).

### **Working with Local Authority arrangements - 'Supporting Young Minds through Tough Times' - BMBC**

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Barnsley. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning
- Student's voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with the school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill-health such as depression, anxiety and stress.
- Improving school behaviour, including a reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

KCSIE 2026 explicitly covers staff recognising mental health warning signs, the limits of staff diagnosis and responding when mental health becomes a safeguarding concern. Please see below and refer to our safeguarding policy.

### **Recognising, reporting, responding and reviewing**

#### **Recognising concerns**

Staff are vigilant in spotting any mental health warning signs, for example withdrawal, persistent anxiety, changes in behaviour, reduced engagement, sleep difficulties and signs of self-harm. Staff recognise and report concerns and appropriately trained professionals diagnose mental health conditions.

#### **Reporting and recording**

Staff should approach Vicky Harrison, the Head Teacher and Mental Health lead if they have any worries about a child. Concerns are also recorded on CPOMS by staff members. V.Harrison and the Deputy Safeguarding Leads follow up and action any concerns, with parental involvement and often referrals to Compass Be or other appropriate professionals. V.Harrison reviews reports made by staff and the follow-up is agreed. Worry Monsters in all classes are checked several times a week along with prayer boxes.

### **Safeguarding and urgent action**

Routine wellbeing support exists from day to day in school and staff act upon safeguarding concerns immediately. Such concerns may include self-harm, suicidal thoughts, abuse or immediate danger. They have prompt DSL involvement and an appropriate urgent response.

### **Support and referral**

The school's graduated pathway starts with classroom support, then targeted support, Compass Be or other professional referrals and advice, then specialist referral where needed. V.Harrison coordinates this and in school support such as nurture groups, 1:1 keyworker support, co-production meetings with families and specific wellbeing resources continue while families await services.

### **Confidentiality**

Staff cannot promise secrecy and information is shared appropriately to protect children. Parents are normally involved unless this would increase risk.

### **Roles**

V.Harrison, the Headteacher is Mental health lead and DSL, with M.Hartley (SENCO and EYFS Lead), S. Chadburn (Deputy Headteacher), L.Johnston (Deputy Headteacher) and S.Snowball (Business Manager) who are Deputy DSL's.

### **Monitoring and evaluation**

Provision across the school is monitored by the Headteacher (Mrs Harrison), the mental health and well-being champion. The Headteacher together with other members of the Mental health and well-being champion team, provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed. As part of the monitoring of impact, individual outcomes are reviewed, pupil and parent feedback is sought, attendance is looked at along with engagement and impact of any interventions.



