



John Blow Primary School

Emotional, Social and Mental Wellbeing Policy

Policy created: 25th January 2023

Updated: 7th September 2025

Review date: September 2027

Approved by governing body – 24th September 2025

1 Introduction

“According to the World Health Organization, unipolar depressive disorders were ranked as the third leading cause of the global burden of disease in 2004 and will move into the first place by 2030.” (World Federation for Mental Health: DEPRESSION: A Global Crisis World Mental Health Day: October 2012).

This policy outlines the key actions that will be implemented throughout the school to ensure that we are placing pupil’s emotional, social and mental wellbeing at the heart of everything that we do making the children of John Blow Primary School feel supported, respected and valued and in achieving this they will:

- Be fully engaged in their learning and make good progress.
- Attend school regularly and on time.
- Be confident and engaged learners with high self-esteem.
- Build positive relationships with their peers and members of staff.
- Feel safe to share and express their feelings.
- Understand the importance of resilience.
- Develop an understanding of the choices that they have for the future.

This policy aligns with the school vision: *“...we strive to provide an environment where children can be the best they can be...By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development”.*

The overall aim of the policy is to ensure that all opportunities for developing pupils’ emotional, social and mental wellbeing are considered and implemented throughout the school to provide learners with opportunities to fulfil their potential.

2 Vehicles for Emotional, Social and Mental Wellbeing

At John Blow Primary School children will:

- Be supported by a restorative practice approach to reflecting on and dealing with any conflicts that they encounter.
- Benefit from buddy partners with half termly schedule for activities to ensure a consistent model of support across the school.
- Be exposed to a curriculum which addresses the wellbeing needs of all learners using RSE sessions.
- Have access to outside agencies if required.
- Have ‘pupil voice’ opportunities throughout the school year.
- Explore a range of themes and strategies to support their mental wellbeing through assembly themes.

3. Roles and Responsibilities

The promotion of Emotional, Social and Wellbeing Policy and raising the achievement of all pupils is the responsibility of the whole school staff and governors at John Blow Primary School. To support the implementation of this policy, a ‘Wellbeing Team’ will be meet regularly to ensure that the needs of all of our learners are being met.

The Wellbeing Team will be made up of the following staff:

- Ben Carver (Headteacher and SENDCo)
- Ben Carver (SENDCo)
- Wendy Wray (ELSA Teaching Assistant)
- Aimee Atkins (Lego Therapy)
- Felicity Tacey (Art Therapy)

- Tina Sudell (School Counsellor)
- Sue Leplanche (Governor)

The school's leadership as a whole is responsible for:

- Using a preventative approach to create a safe and calm environment and instill resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.
- Ensuring that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Equipping staff with the knowledge required to identify pupils whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Working effectively with external agencies to ensure the school can provide swift access or referrals to specialist support and treatment.
- Identifying where wellbeing concerns represent safeguarding concerns and ensuring that appropriate safeguarding referrals are made in line with the Child Protection Policy.

All staff are responsible for:

- Being aware of the signs of SEMH difficulties.
- Being aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH difficulties.
- Keeping the relevant school leaders up-to-date with any changes in behaviour, academic developments and causes of concern.

4. Identifying signs of SEMH difficulties

The school is committed to identifying pupils with SEMH difficulties at the earliest stage possible.

Staff are trained to know how to identify possible mental health problems and understand what to do if they spot signs of emerging difficulties.

Staff members are aware of the signs that may indicate if a pupil is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

• Anxiety	• Eating or sleeping issues
• Low mood / mood swings	• Poor attendance/punctuality
• Being withdrawn	• Changes in personal presentation
• Pinching themselves or physical injuries that appear to be self-inflicted	• Lethargy/apathy / Daydreaming
• Talking or joking about self-harm	• Secretive behaviour
• Low self-worth / expressing feelings of failure.	• Unable to make and maintain friendships
• Isolating themselves	• Speech anxiety/reluctance to speak.

<ul style="list-style-type: none"> • Refusing to accept praise. 	<ul style="list-style-type: none"> • Challenging behaviour / physical or verbal aggression
<ul style="list-style-type: none"> • Changes in attitude in class / noncompliance 	<ul style="list-style-type: none"> • Perceived injustices / disproportionate reactions to situations

5. Targeted support

We recognise that certain circumstances may increase the vulnerability of pupils to experiencing mental health and wellbeing difficulties.

Where pupils have certain types of SEND, there is an increased likelihood of mental health problems. For example, children with autism or learning difficulties are significantly more likely to experience anxiety.

Other risk factors may include children experiencing:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools, or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.

6. Managing Disclosures

- If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.
- Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
- Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Leads. All disclosures are recorded and stored on Safeguard

7. Confidentiality

- Staff should not promise a pupil that they will keep a disclosure secret.
 - Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:
 - Who they will share the information with.
 - What information they will share.
 - Why they need to share that information.
 - Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.
- Parents will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

8. Working with parents/carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support.

- Informing parents/carers of mental health concerns that we have about their child.
- Engaging with parents/carers to understand their mental health and wellbeing issues so there is a holistic approach to support.
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy.
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support.

9. Additional Intervention and Support

- ELSA sessions are offered to pupils who require it.
- An emotionally available adult is used to encourage and support all pupils in school, so they have someone to talk to and share their worries.
- Informal support such as Lego therapy, Social Stories and Time to Talk sessions are also used to support children with SEMH needs.
- Well-established nurture groups are in place to address any emerging SEMH difficulties in pupils.
- Liaison with the Family SENDCo to identify opportunities for support.
- Partnership work with the Bassetlaw Behaviour Partnership (BPBP).
- A school counsellor is available to support children one morning a week.
- Referrals to specialist external services such as CAMHS.

10. Links to other policies

- Child Protection Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- SEND Policy