

Hoo St Werburgh
Primary School

&

The
Marlborough



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Mental Health & Wellbeing Policy

September 2025

Signatories

Head of School	Mrs L Boffa	
Executive Head	Mrs E Poad	
Chair of Governors	Mrs A Costidell	

Members of Staff Responsible:

Mrs L Boffa	Head of School
Mrs L Banks	Head of Pastoral Services

Review

Dated	September 2025
Next Review	Yearly – September 2026

Policy Statements

At Hoo St Werburgh Primary School and The Marlborough, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos. Our approach is respectful and kind, where everyone's contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and 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:

- Help children to understand their emotions and feelings
- 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 'dare to be different'
- 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
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal support, whole school approaches
- Additional support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder who may need specific target interventions

Scope

This policy should be read in connection with our First Aid Policy and our SEND policy in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and PSHE, as well as sitting alongside child protection procedures.

Lead Members of Staff

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

Head of Pastoral and Inclusions Services/ Deputy Headteacher Mrs Lois Banks

Pastoral Welfare Manager/ DSL Mrs Michelle Pace

SENDCo Mrs Jo Gallacher

Teaching About Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching, but we will also use the PHSE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted Support

The school will offer support through targeted approaches for interveinal pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities
- Koalas nurture provision
- Managing feelings resources e.g. feelings fans
- Managing emotions resources such as 'the incredible 5-point scale'
- Wellbeing groups
- Lunchtime support or personal mentors
- Breakfast support to help with transition
- Therapeutic activities such as drawing, Lego and relaxation techniques

The school will make use of resources to access and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- ELSA program

Koalas

At Hoo St Werburgh Primary School, our nurture provision Koalas plays a vital role in supporting the emotional wellbeing and development of all children. Designed to feel like a "home from home," this space offers a warm, welcoming environment where pupils can feel safe, valued, and understood. It is a place where relationships are built on trust, and every child is encouraged to express themselves freely and confidently.

Our nurture team includes trained ELSAs (Emotional Literacy Support Assistants) who deliver a range of tailored interventions. These include small group sessions that focus on emotional regulation, social skills, and self-esteem, as well as 1:1 support for children who may need more personalised care. In addition, staff provide in-class support to help children manage transitions and maintain positive engagement with learning.

We also offer breakfast club and lunchtime support, which provide structured, nurturing routines that help children start and continue their day positively. These sessions are especially beneficial for children who may find unstructured times challenging or who need additional emotional scaffolding throughout the school day.

Our nurture provision is inclusive and proactive, aiming not only to respond to needs but also to build resilience and emotional literacy across the whole school community. It is a cornerstone of our commitment to ensuring that every child feels a sense of belonging, confidence, and emotional safety.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support through the school website, Arbor and parent workshops.

Identifying Needs and Warning Signs

All staff will be given advice and training in identifying a range of possible difficulties including:

- Relationships
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health issues

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs may include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evidence cause
- An increase in lateness or absenteeism

Working With Parents/Carers

To support parents and carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Ensure that all parents are aware of who to talk to, and how to get help, if they have concerns about their child
- Make emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children

Working with Other Agencies & Partners

As part of our targeted provision the school we will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Education psychology services
- Behaviour support through Marlborough Outreach Team and MCH Parenting Workshops
- NELFT/CAMHS (child and adolescent mental health service)
- Family Support workers

Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

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