



Lyppard Grange Primary School

Social, Emotional and Mental Health Policy

Policy adopted from	
Date of Review	13 th May 2026
Date of Next Review	13 th May 2029
Reviewed by	Local Governing Body
Signature of Chair	<i>Lee Houghton</i>

Statement of intent

At Lyppard Grange Primary School we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures we aim to provide a safe and supportive environment for all affected.

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- are aware of others and empathise with them
- experience happiness and can play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them.
- develop a sense of self and identity

Individuals are mentally healthy when they have the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with knockbacks and unexpected changes.

Through the implementation of this policy Lyppard Grange Primary School will:

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable the children, their parents/carers and staff to identify and respond to early warning signs of mental ill health in pupils and each other.
- Enable the children, their parents/carers and staff to understand how and when to access support; both for themselves and pupils; who may have mental health difficulties.
- Provide the appropriate support to pupils and staff with mental health difficulties.
- Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
- Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- **Senior Mental Health Lead/ SENDCo – Mrs Claire Edwards**

Mrs Edwards is responsible for leading and overseeing the whole school approach in promoting positive mental health and wellbeing in the school community. Mrs Edwards is responsible for responding to mental health concerns raised by the children, their parents/carers and staff and

formulating action plans on how best to support the child/person, whether that be in-school support, signposting or making referrals to external mental health support services, where appropriate. In addition to this Mrs Edwards is responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENDCo will provide advice and support to colleagues, and liaise with external SEND professionals as necessary with regards to mental health and wellbeing.

- **Emotional Literacy Support Assistant (ELSA) – Miss Amy Graver**

Miss Graver supports Mrs Edwards in school's response to mental health concerns raised by children, their parents/carers or staff. Miss Graver runs a wide range of mental health interventions on a small group or 1:1 basis depending on the needs of individual children.

- **Head Teacher – Mrs Becky Thorp**

Mrs Thorp has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy.

- **Designated Safeguarding Lead – Mr Dave Groves**

- **Deputy Designated Safeguarding Leads – Mrs Becky Thorp, Mrs Claire Edwards, Miss Amy Graver and Mrs Kerry McCluskey**

The school's designated safeguarding leads (which include Mrs Claire Edwards and Miss Amy Graver) provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as the local authority children's social care in relation to children and young people's mental health.

- **PSHCE Leader – Mrs Rupi Johnson.**

At Lyppard Grange we follow the Jigsaw approach to the teaching of PSHE. The Jigsaw program promotes all of the abilities and attributes of a mentally healthy person, cleverly weaved into 6 units of work that is built on year-on-year. These units are: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Mrs Johnson is responsible for the implementation and monitoring of the Jigsaw program in school.

- **Nominated Governor for Mental Health and Wellbeing – Mr Lee Houghton**

Mr Lee Houghton is responsible for creating a connection between the governing body and the wider school. Mr Houghton will focus on supporting the school to embed its mental health and wellbeing provision across the entire school.

All Staff

Some children will require additional help and all staff have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems. These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff also understand the factors that protect children, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy.

Any member of staff concerned about a pupil's mental health will take this seriously and raise with the Senior Mental Health Lead, ELSA or Designated Safeguarding Lead.

Staff Training

Staff training will aim to support the wellbeing of staff and that of students. The minimum staff training will be:

- 1 trained staff member as Senior Mental Health Lead - Mrs Claire Edwards
- 1 trained staff member as Mental Health First Aider - Mrs Claire Edwards, Miss Amy Graver, Mrs Becky Thorp
- 1 trauma informed trained staff member - Miss Amy Graver
- All staff - annual Safeguarding training delivered by Mr Dave Groves (DSL)

Additional training undertaken by Claire Edwards and Amy Graver include:

- Child bereavement
- Suicide prevention training
- Domestic violence training
- Engaging families through Trauma informed practices
- Use of big empathy drawings to support mental health and wellbeing.

Amy Graver regularly attends Trauma Informed Schools Practitioner update meetings to ensure that our work aligns with the most current best practice.

Supporting Pupils' Mental Health

At Lyppard Grange we believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupils' voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3-tiered support approach:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and/or specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

<p>Universal Support</p>	<p>'I wish you knew...' boxes in each class (Y2-6) – checked by adults daily. Worry monsters in EYFS and Y1- checked by adults daily. Interactive emotion display in each classroom. Teaching of emotional and mental health embedded into the curriculum – through whole school assemblies, whole class PSHCE lessons and circle time. Resources and reminders of taught strategies to help pupils re-regulate their emotions are easily accessible both in classrooms and the nurture base. Regular whole class brain breaks (e.g. Super Movers) and mindfulness. Access to the Nurture Base (The Nest) and specialist staff. All staff in school have an awareness of trauma informed approaches. The majority of Teaching Assistants are trained in using sand play, emotion cards and big empathy drawing. Positive Behaviour Policy is rooted in praise and positivity with reflection and restoration time. Supportive flexible zone board. Classroom rules are rooted in positivity and respect for others. Lunchtime Club.</p>
<p>Targeted Support</p>	<p>Dedicated ELSA (Emotional Literacy Support Assistant). Relax Kids intervention. 1:1 Talking Therapies. Understanding My Emotions intervention. Emotional regulation intervention/sessions including individual and small group brain breaks. Dedicated quiet space for emotional regulation. Sand play therapy. Anger Management courses. 1:1 Bereavement Support. Social Skills/Friendship groups. Parental and sibling support sessions. Self-esteem/confidence/resilience building groups. Support with external visitors to children in school.</p>
<p>Specialist Support</p>	<p>If the child continues to exhibit emotional or mental health concerns or if school observations and assessments indicate more specialist support may be required, the school will explore, in partnership with parents, support from a range of local and national support agencies.</p> <p>Please see the Mental Health section on the Lyppard Grange Primary School website for further information.</p>

Suicide Prevention and Attempts

Lyppard Grange Primary School will use the Worcestershire County Council guidance on suggested action to take in the attempt of a suspected suicide - [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). In addition, the school will use the [Guidance for Educational Settings Following the Death of a Child or Staff Member](#) to support pupils and staff in these situations.

Working with Parents and Carers

Parents and carers are valued and welcomed into school. We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote positive mental health and wellbeing.

As a school we also recognise that a child's mental health will be affected by their parents' and carers' mental health, and so we are committed to providing updated information on services parents and carers can access to keep themselves well through the 'Supporting Families' section of our school website, as well as key staff readily available to signpost parents to the relevant support services.

Supporting Staff's Positive Mental Health

We are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

At our school we understand that we are responsible for ensuring the work environment and working practices are conducive to strong mental health and wellbeing. The Senior Mental Health Lead, with the support of the Senior Leadership Team, ensure that staff are aware of what support is available within our school, such as a referral to Occupational Health, and are able to signpost staff to the relevant support services.

Monitoring and Review

The policy is reviewed on an **annual** basis by the Senior Mental Health Lead, in conjunction with the Head Teacher and the Governing Body; any changes made to this policy will be communicated to all members of staff, parents and relevant stakeholders.

The next scheduled review date for this policy is **01.09.2026**