



## Lowerhouse Junior School, Burnley

MENTAL HEALTH AND WELLBEING POLICY	
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*Inspiring a lifelong love for learning*

*Aspiration*

*Integrity*

*Respect*

*Resilience*

*Aspiration Integrity Respect Resilience*

This policy was written in consultation with staff, pupils, parents and professionals involved in mental and wellbeing at Lowerhouse Junior School.

### **Policy Statement**

At Lowerhouse Junior School, we aim to promote positive mental health and wellbeing for our whole school community and recognise that mental health and wellbeing is as important to our lives as physical health. We have a supportive and caring ethos which understands that everyone experiences times in life where they may be more vulnerable and at times may need additional support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- Children feel safe and have a sense of belonging
- Children feel confident in themselves and are able to express a range of emotions appropriately
- All children and families feel valued
- Children have a key trusted adult they can talk openly with without judgement or stigma
- Children feel pride in themselves and are confident
- Positive mental health is promoted and valued
- Bullying is not tolerated
- Children learn and achieve
- Children develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values of aspiration, integrity, resilience and respect
- Providing access to additional support in school and from outside agencies
- Building positive relationships and offering an open door policy to children and families
- Celebrating children's individual academic and non-academic achievements
- Providing training for staff to support children's individual needs
- Understanding that behaviour is communication and may be related to an unmet mental health need

### **Links to other policies**

This policy should be read in conjunction with our policies on Safeguarding, Anti-Bullying, SEND and Positive Behaviour management.

### **Lead Members of Staff**

We believe that all staff have a responsibility to promote positive mental health and to understand positive and protective risk factors for mental health.

The lead staff members linked to this policy are:

- Senior Leadership Team

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- Mentor and Pastoral Support Lead
- Designated Safeguarding Lead
- Phase Leaders
- SENDCO

### **Teaching about Mental Health**

The skills knowledge and understanding needed by our students to keep themselves mentally healthy and safe and included as part of our PSHE Curriculum. Our PSHE Policy can be accessed on the school webpage. As a school we ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Lowerhouse Junior School is also a KidSafe Registered School. We deliver a preventative, age-appropriate, mental health and safeguarding curriculum which is blended with our PSHE and RSE curriculum.

### **Supporting Children's Positive Mental Health**

We believe Lowerhouse Junior School has a key role in promoting children's positive mental health and wellbeing and has developed a range of strategies and approaches which includes:

- Campaigns and assemblies to raise awareness of mental health
- Playground Pals
- Daily breakfast for all pupils including nurture breakfast provision
- Nurture Groups
- 1:1 support sessions with MPSL
- Group session from Children and Family Wellbeing Service
- Transition programme to high school
- Celebration assemblies
- Circle times
- Worry boxes
- Mental health teaching programmes – KidSafe
- Therapeutic Activities including Lego Therapy, art, relaxation, mindfulness and breathing techniques
- Wellbeing Ambassadors

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

Strengths and Difficulties Questionnaires, Boxall Profiles

### **Identifying Needs and Warning Signs**

We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Staff report concerns about individual children to the relevant lead persons and log using CPOMs
- Weekly phase meetings for staff to raise any concerns
- Pupil Progress meetings termly
- Worry boxes in each class which are checked by class teachers and the mental health lead.

- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues.

These signs may include:

- Becoming socially withdrawn
- Changes in activities or mood
- Changes in eating/sleeping habits
- Falling academic achievement
- Talking or joking about suicide or self-harm
- Expressing feelings of failure, uselessness or loss of hope
- Increase in lateness or absenteeism
- Secretive behaviour
- Repeated physical pain or nausea with no evident cause
- Physical signs of harm that are repeated or appear non-accidental

### **Working with Parents and Families**

In order to support our parents and families we will:

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

Where a concern has been raised about a child the school will:

- Contact parents and carers to meet with them where appropriate
- Make a record of the meeting
- Be available for follow calls or meetings
- Discuss how the school and parents and carers can work together to support their child
- Keep parents and carers up to date and fully informed of decisions about support and interventions provided

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children and in the event that parents and carers are not accessing services we will seek advice from the Local Authority. We can also provide information for parents and carers to access support for their own mental health needs.

### **Working with Other Agencies and Partners**

As part of our mental health and wellbeing provision in school, we will work with other agencies to support children and families including:

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The School Nurse  
Educational Psychology Services  
Paediatricians  
CAHMS (Child and Adolescent Mental Health Service)  
ELCAS (East Lancashire Child and Adolescent Service)  
Counselling Services  
Therapists  
Behaviour support (The Heights, Aspire)

### **Disclosures and Confidentiality**

We recognise how important it is that staff are calm, supportive and non-judgemental to children who make a disclosure about themselves or someone else. The emotional and physical safety of children at Lowerhouse Junior School is paramount and staff listen rather than make judgements or advise. Staff make it clear to children that information/concern shared will be shared with the designated safeguarding lead and recorded in order to provide appropriate support to children.

All disclosures are logged on CPOMs including dates, names, any linked children, details of the disclosure and next steps/actions to be taken.

### **Training**

Staff receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training. Additional training is provided by the school's Mental Health Lead.

Training opportunities for staff whose role requires more in depth training will be considered as part of the appraisal cycle with additional CPD provided where appropriate.