

*Aspire - Collaborate - Explore*

*'Together we learn – United we achieve'*



## *Mental Health and Wellbeing Policy 2026-27*

*TOWNVILLE ACADEMY  
Head teacher: Caroline Burden*

### **VERSION CONTROL TABLE**

<b>Policy Name</b>	Mental-Health and Wellbeing Policy	A graphic of a large triangle composed of smaller, overlapping triangles in various colors (yellow, orange, red, pink, blue, grey).
<b>Policy Owner</b>	Townville Academy	
<b>Version Reference</b>	Original Version (V1)	
<b>Approved by</b>	LGB	
<b>Effective Date</b>	2026	
<b>Review Date</b>	2028	

## KEY PERSONNEL

Name	Role	Contact Details
Mathew Shires	SENCO	<a href="mailto:mshires@townville.wakefield.sch.uk">mshires@townville.wakefield.sch.uk</a>
Caroline Burden	Anti Bullying Lead	<a href="mailto:cburden@townville.wakefield.sch.uk">cburden@townville.wakefield.sch.uk</a>
Caroline Burden	Designated Safeguarding Lead	01977 554185
Caroline Burden	Headteacher	
Tracy Booth	Welfare Officer	<a href="mailto:tbooth@townville.wakefield.sch.uk">tbooth@townville.wakefield.sch.uk</a>

## POLICY STATEMENT

At Townville Academy, we recognise that mental health and wellbeing are fundamental to the holistic development and learning success of every child, staff member, and family within our school community. We aim to create a nurturing, safe, and inclusive environment where children in nursery and infant stages can develop resilience, confidence, and a positive sense of self.

## AIMS

At Townville Academy, we aim to promote positive mental health for all members of the school community, including; staff, pupils, parents and carers. In addition, this links to our whole school ethos where we aim to provide our children with the knowledge and skills for the exciting and important jobs of the future and make sure that they leave Townville Academy prepared to face the next stage of their educational journey in an ever changing world.

We aim to support mental health through a whole school approach and atmosphere as well as provide bespoke support for more vulnerable pupils. The school aims to recognise and respond to mental health for all. This may be through supporting their own mental health issues or helping them if those around them are suffering from mental health issues.

We aim to remove the stigma around mental health to create a safe and stable environment where both adults and children feel safe to talk about their mental health and seek support.

It is also important that the school actively develops protective factors in order to help pupils build resilience to and help them manage mental health issues. This will be done through ensuring all pupils feel valued; making sure school is a positive and safe environment, allowing children the opportunity to speak openly with trusted adults, promoting positive mental health and wellbeing and having zero tolerance to bullying. children, staff, and families.

## PURPOSE OF THE POLICY

- Promote positive mental health and wellbeing for all members of the school community
- Increase understanding and awareness of mental health issues
- Help staff understand how to identify and support mental health issues
- Provide support to staff, pupils, and their families

### [Links to other policies](#)

It is important to be aware that changes in behaviour can be related to mental health needs. In addition, it is important that those with mental health problems have their needs met and are included in school life.

This policy links to the following policies:

- Inclusion
- Behaviour
- Anti-Bullying
- PSHE inc RSE

### **A WHOLE SCHOOL APPROACH**

A whole school approach is taken to promoting positive mental health. This is done through considering ways to support and improve staff mental health and wellbeing as well as children's. Our PSHE and Relationships and Health Education Scheme of work enables children to build the skills they need to be resilient and through applying these skills children can become happy, successful and help to prevent problems before they arrive.

For staff it is vital that mental health and wellbeing is seen as important and that they are aware of the support available to them. The stigma that is often associated with mental health can often prevent understanding and awareness of mental health issues and cause staff to be reluctant to talk about their own mental health. Therefore, we aim to create an open and positive culture that encourages discussion and understanding of these issues and create a culture where mental health needs are treated equally to physical health needs.

### [Staff roles and responsibilities,](#)

It is the responsibility of all member of staff to promote positive mental health and have an understanding of what mental health issues are and how to support those with mental health issues. Some individuals will need additional support and it is important that staff are able to signpost people to the relevant support and have an understanding of early warning signs. This will help staff to be able to have early intervention so they can ensure individuals receive the appropriate help they need.

### [Increase understanding and awareness of mental health issues](#)

In order for all staff to be able to promote and support positive mental health they will first need to have an understanding and awareness of what mental health is. Staff will be given appropriate CPD to improve their knowledge and understanding of different aspects of mental health. They will be provided with information about different aspects and given the knowledge of how to support and signpost those struggling with mental health issues. Staff will also be given an understanding of how to support and look after their own mental health and know what to do if they are struggling.

### [Identifying and supporting mental health issues](#)

Relevant support for staff is displayed in communal areas so that they can access this themselves. We have a well-being table in the staff room and the weekly bulletin contains a link to our Education Mutual site, which offers staff free counselling and support.

Staff may become aware of warning signs which indicate that an individual is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff should always communicate their concerns to the appropriate members of staff through CPOMS.

- Possible warning signs include:
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

#### Prompting positive mental health of children

Schools have a key role in supporting and promoting positive mental health in children. We have a number of whole school strategies used to support children's mental health and wellbeing these include:

- Forest Schools
- Yoga sessions
- Peaceful Problem solving and calming down training
- Assemblies
- Daily movement breaks
- PSHE lessons
- Relationships and health education lessons

Children who require additional support can have individual or group activities designed to support their mental health. These usually take the form of interventions. Sometimes delivered by teachers, Welfare Officer or Support Staff. These can take the form of 'published' and 'tailor made' interventions. The 'tailor' made interventions are created and delivered by the Welfare Officer.

- Access to our Nest, sensory space.
- Published interventions
- Lego therapy
- Drawing and talking
- Beam anger management
- 5 point scale
- Zones of regulation
- Comic strip/social stories
- Time to talk
- Colour monster

Tailor made interventions- which are created and delivered by the Learning Mentor and include the following areas

- Elsa interventions
- Emotional literacy
- Resilience
- Regulation
- Sensory
- Team building
- Inclusion
- Growth Mindset
- Friendships
- Positive behaviour using restorative approaches
- Bereavement
- Anxiety and worries
- Self-esteem and self-confidence
- Nurture
- Mindfulness

#### Promoting positive mental health of staff

It is important to ensure that staff mental health is valued and supported properly in order for staff to be able to effectively support pupils. Townville Academy aims to have a positive atmosphere for staff and uses a number of strategies to support staff mental health and wellbeing including:

- Mental health contacts and information available on display
- Staff meetings, training and CPD

#### Working with specialist services

In some instances, it may be necessary for external specialist to support the mental health of pupils or staff.

For staff: All staff will be encouraged to contact their GP for help and advice and can be signposted to the list of support services displayed in the staffroom or available from the mental health lead.

For children: School referrals to Future in Mind can be made by the SENCO or Welfare Officer following the assessment process and in consultation with the pupil and his/her parents and carers. CAMHS can be referred to by the SENCO, GP or self-referral done by parents and Educational Psychologist referrals can be done through the SENCO.

Pupils may also be referred to services such as COMPASS, these referrals are usually managed by the Welfare Officer through the Team Around the School (TAS) process.

#### Working with parents and carers

Parents and careers have a vital role in supporting their children's mental health. Parents need to feel that they are able to speak to staff about any concerns about their child's mental health and the school has an open door policy to support this. The school aims to help parents and carers have a good understanding of what mental health is, any signs of mental health, how to seek support and how to promote positive mental health for themselves and their children.

Where it is deemed appropriate to contact parents or careers the approach will need to be considered carefully. A meeting should try to be arranged, preferably face to face, who is at the meeting needs to be considered carefully and aims of the meeting should be clear.

We also seek to support parents through courses and support accessed through the Team Around the School (TAS) process, this works in conjunction with our local Early Help hub.

Future in Mind have also delivered training to parents.

#### Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy can be adapted and updated at any time to reflect changes with the school.

#### Physical activity

To support children's mental health and wellbeing physical activity and exercise, outdoors where possible, should be prioritised.

Exercise in a range of formats can be seen to improve mental health and wellbeing. We seek to ensure activities such as break, lunch times provide pupils with a wide range of physical activity options. Lessons are also planned to be as active as possible when this adds to the lesson content and learning engagement.

#### Pupil wellbeing and emotions

Young children may struggle with a variety of emotional responses including, panic, stress, anxiety and low mood. It is important that children are given the opportunity to discuss these and are made aware that these feelings are normal responses to challenging life experiences. Each child will respond differently and teachers need to be aware of these. For the majority of children, being in school is a positive experience as it will allow them to have social interactions with peers and staff, which benefits their wellbeing.