



Emotional Health & Mental Wellbeing Policy

Date Written / Reviewed	November 2025
Date of Next Review	November 2028
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Delph Primary School provides a caring, supportive environment in which each individual is valued and respected. We are committed to supporting the emotional health and mental wellbeing of all of our pupils, staff and parents. We feel that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them. We have high expectations for all and aspire to achieve excellence, while celebrating the diversity of our school community.

Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All members of our school community have a role to play in promoting positive emotional health and mental wellbeing. Furthermore, all children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody too.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos and policies all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all
- a commitment to being responsive to children and young people's needs
- clearly defined mental health links in school policies
- clear guidelines for internal and external referrals
- strong links with external agencies to provide access to support and information
- a named lead for mental health promotion with the expectation that there is support, involvement and an ethos that 'mental health is everyone's business'. The leads at Delph Primary School are Rachael Swaby and Kathy Mair

A mentally healthy environment is a place where children and young people:

- have opportunities to participate in activities that encourage belonging
- have opportunities to participate in decision making
- have opportunities to celebrate academic and non-academic achievements
- have their unique talents and abilities identified and developed
- have opportunities to develop a sense of worth through taking responsibility for themselves and others
- have opportunities to reflect
- have access to appropriate support that meets their needs
- have a right to be in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviour, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- have their individual needs recognised and responded to in a holistic way
- have a range of strategies that support their mental health, e.g. a named person to speak to, signposting

- have recognition of their work-life balance
- have the mental health and well-being of the staff reviewed regularly
- feel valued and have opportunities to contribute to decision making processes
- celebrate and recognise success
- are able to carry out roles and responsibilities effectively
- are provided with opportunities for CPD both personally and professionally
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with schools and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with schools
- opinions are sought and valued and responded to
- strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health
- is valued for the role it plays in promoting positive mental health
- contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, eg Circle Time, the RSE curriculum, play, mentoring groups, adapted and differentiated learning activities, individual timetables, assemblies with a 'healthy minds' and 'growth mindset', parents/carers workshops, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:

- will give schools a cohesive, universal, whole school coordinated approach to mental health
- should underpin all policies and practices currently used in schools
- will raise awareness as to how the whole school community can look after their own mental health and that of others
- will help to de-stigmatise mental health
- will support people and provide opportunities that enable everyone to reach their potential
- will strengthen relationships and provide opportunities for different ways of working
- will provide foundations for life-long learning
- will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

Aims

General

- Happy and motivated pupils and staff who get a lot out of life

Teaching and Learning

- Pupils who are engaged in the learning process
- Pupils who understand their own strengths as learners
- Pupils who can concentrate and learn well
- Pupils with good standards in all subjects, including English and maths
- Good attainment
- Effective teaching
- Parents and carers involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Pupils with good behaviour for learning
- Pupils with good attendance and punctuality

Staff Confidence and Development

- High morale
- Low absenteeism
- Positive collaborative work between staff
- Positive and effective relationships with pupils and parents

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 within Oldham.

VEHICLES FOR EMOTIONAL HEALTH AND MENTAL WELLBEING

The school promotes and provides a range of services to pupils:

- hygienic toilets which ensure privacy and safety
- school council to act as mentors and to raise awareness and collect pupil voice
- staff to use CPOMS in order to log any concerns about a pupil's mental health
- staff to use school's graduated response when identifying and meeting the needs of pupils with an emotional health or mental wellbeing difficulty. EHMW Provision Maps may be used to outline support and the assess, plan, do and review cycle utilised
- staff available to check the 'Can We Talk' boxes and offer mentoring sessions using a range of interventions and talking techniques e.g. Talkabout Self-Esteem, Wellbeing Conversations, Think Bricks, Lego Therapy, Messy Play
- opportunities for pupils to choose which adult staff member they feel able to open dialogue with as a trusted adult, by completing a 'Can We Talk' form
- co-ordinated support from a range of external organisations, including EHMW Nurses, Early Help, CAHMs, QEST, TOG MIND and school's own external counsellor
- parent and pupil workshops provided by other services such as Bounce Forward, Sollihull and Oldham's Parenting Support Team

The school promotes an anti-bullying culture through:

- a strong school ethos which empowers tolerance and respect, including respect for difference and diversity

- high profile of anti-bullying procedures and policy through posters, displays, assemblies and events
- active listeners, including assistants and adults other than school staff e.g. governors and volunteers

The school promotes and strengthens the pupil voice through:

- a democratic process for the election of school council representatives
- timetabled meeting time for members of the school council
- involving pupils in the school's monitoring cycle and staff appraisals through pupil interviews
- consulting pupils about change and policy development
- pupil led assemblies

The school facilitates a context for learning through:

- enhancing school and classroom layout; facilities and resources
- recognising the background of individual pupils and their physical, social and emotional needs
- establishing clear rules, routines and expectations about behaviour for learning and social cohesion e.g. through the well-established Delph Ways
- encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- displaying the importance of pupil voice in subject monitoring, observation and curriculum development
- consistent support for vulnerable children and those with SEND from trained teaching assistants and other agencies where appropriate.
- an exciting and varied range of inclusive extra-curricular events and trips,
- a balanced curriculum with opportunities for intellectual, physical and expressive development
- recognising a range of learning styles
- encouraging independence in learning
- using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- using wide and varied materials to raise self-esteem and confidence levels.

The school enhances pupil self-esteem and personal development through:

- information, advice and guidance on sex and relationships and drugs
- opportunities for pupil leadership through school council, Team Captains, Year 6 helpers and peer reading
- an emphasis on praise and reward
- opportunities for reflection and spiritual development through art, literature, RSHE and the RE curriculum
- forest/outdoor school activities
- a wide range of extra-curricular activities

The school enhances staff motivation, learning and professional development through:

- curricular planning time within the school week
- whole school training events, including Safeguarding
- access to appropriate external training
- involving all staff in decision making and proposed change
- consultation on training and support needs through regular review

Roles and Responsibility

- The promotion of emotional health and mental wellbeing and raising the achievement of all pupils is the responsibility of the whole school staff and governors
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of Oldham's Whole School Approach to Emotional Health and Mental Wellbeing, ensuring all staff are aware of it and understand their role and responsibility in relation to it
- Governors – The Governing body has adopted this scheme and will assess and monitor its impact with communication through the link governor for emotional health and mental wellbeing
- Staff – Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural challenges
- Pupils – Pupils will be made aware of how the Emotional Health and Mental Wellbeing policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school

Monitoring/Review

The Governors are committed to reviewing the impact of the Emotional Health and Mental Wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- Motivation
- Self-esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance & punctuality
- Attainment
- Teaching

Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Emotional Health & Mental Wellbeing Policy					
What?	Probable Content	Why?	Who?	Where?	When?
EHMW Support Map Counselling Consent Forms	Name D.O.B. Address Parental signature Details of needs/diagnosis Outlined support	Identify need and outline support in place	All Staff (as necessary)	CPOMs	Held on File throughout a child's time at school
This Policy has Few / No Data Compliance Requirements		This Policy has A Moderate Level of Data Compliance Requirements		This Policy has a High Level of Data Compliance Requirements	
		✓			

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.