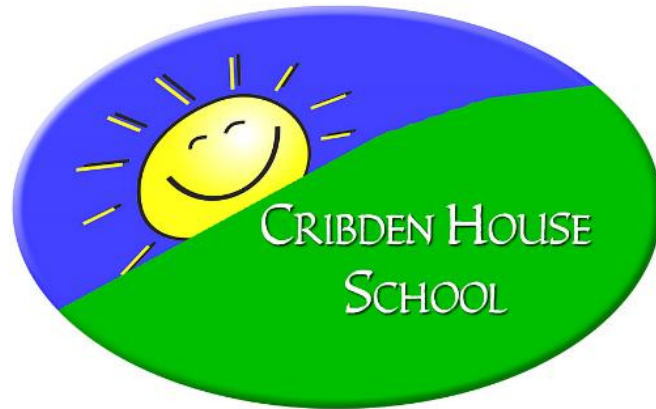


# Cribden House Special School



## Mental Health and Emotional Wellbeing Policy

**Date Reviewed: September 2025**

**Date to be Reviewed: September 2026**

## **Purpose Statement**

"We instil the belief to succeed"

## **Vision Statement**

Our vision is to

- Achieve Lancashire-wide recognition as the best provider of education for children with Social, Emotional and Mental Health Difficulties and Autism.

We will achieve this by:

1. Continuously developing highly skilled practitioners and leaders at every level.
2. Sharing our skills, knowledge and values across the whole community of Lancashire schools to create a greater belief in the potential of children with SEMH and ASC to succeed in a range of settings.
3. Extending our provision across all Key Stages so that Cribden House can impact the lives of children right into adulthood.
4. Developing ambitious school leaders who will run successful SEMH and ASC schools in the future.

## **Core Values**

The core values for everyone in Cribden House School are:

- Teamwork
- Respect
- Inclusive
- Positive

## **Our Motto:**

***"We will either find a way or make one"***

Encapsulates and expresses our determination to achieve all of the above.

## **Policy Statement**

At Cribden House School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We value every individual and want them to achieve their potential

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 better.
- Help children feel comfortable sharing any concerns or worries.
- Help children to form and maintain successful relationships.
- Help children to develop emotional resilience and to manage setbacks.

We also:

- Help our staff team to feel valued and supported to do their job well
- Help our parents and carers to feel valued and know how to access help
- Help governors to feel valued and involved in school life

We promote a mentally healthy environment through:

- Promoting our school values – Teamwork, Respect, Inclusion and Positivity
- Promoting pupil, parent and staff voice and opportunities to participate in decision-making.
- Listening and valuing the contributions of everyone
- Enabling appropriate support that meets the needs of the whole school community.

We pursue our aims through:

- Universal, whole school approaches.
- Individualised support for anyone going through difficulties and challenges

## **Teaching about mental health**

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are taught as part of our core PSHRE curriculum. We will use the Health Education objectives, the Relationship Education objectives, guidance from the PSHE Association Programme of Study and Jigsaw resources

The specific content of lessons will be determined by the individualised needs of each group and child to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Time for Art (listed within the bullet points) could be 'Feelings through Art' as this specific resource is used across school.

Most classes also have feelings resources/displays within their classes and sensory boxes.

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

- Thrive group or individual activities
- Forest and Outdoor learning sessions
- Therapeutic interventions – Messy Crew, Smarty Crew, Lego Therapy, Scrummy Crew etc
- Peer Massage
- Feelings through Art
- Circle time approaches or 'circle of friends' activities
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Social Stories
- Yoga
- Class Sensory boxes
- Feelings Resources/Displays in class
- Restorative approaches and Debrief to enable children to develop strategies to change behaviours and become resilient

## **Thrive**

Our school has embraced the Thrive approach. Staff receive in-house training and support so that all teams are able to deliver Thrive sessions confidently. The two Thrive practitioners access further training to keep their licenses updated. We have two Thrive rooms which support children whom have individual profiles. Thrive helps children to recognise and name their feelings and emotions whilst providing opportunities for self-regulation. Parents/carers are regularly kept up-to-date with Thrive news and activities to help support them at home.

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

- Thrive profiling
- Strength and Difficulties Questionnaires
- Pupil voice termly surveys
- Time with a trusted adult
- Mood fans and symbols

## **Working with parents**

In order to support parents, we will:

- Work closely to get to know all our families
- Ensure that all parents are aware of who they can talk to and how if they have concerns about their child.
- Share and allow parents to access sources of further support e.g. through Family Support Workers signposting to agencies
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Highlight sources of information and support about mental health and emotional wellbeing on our school website/Class Dojo/Facebook.
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHRE and share ideas for extending and exploring this learning at home.

## **Working with other agencies and partners**

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

- The school nurse.
- Educational psychology services.
- Paediatricians.
- CAMHS (Child and adolescent mental health service).
- Counselling services.
- Family support workers.
- Therapists.

## **Key staff in school**

- 6 Designated Safeguarding Leads (DSLs) – Joanne Ashworth (Head), Leah Clough (Deputy Head), Ryan Baker (Assistant Head), Amy Edmundson (Family Support), Joanne Ramsay (Family Support) and Zara Lowton (Family Support).
- Senior Mental Health Lead certificate – Joanne Ashworth
- Mental Health First Aiders – Karen Wood, Ciara McLaughlin and Andrea Coyle
- PSHRE lead – Sherryl Wright
- Thrive Practitioners – Ryan Baker, Sandy Merry, Amy Edmundson, Joanne Ramsay, Zara Lowton
- Family Thrive Practitioners – Zara Lowton & Joanne Ramsay

## **Staff Training and support.**

At Cribden House School we recognise the importance of staff mental health. We aim to:

- Treat staff mental health seriously.
- Support staff members with their mental health.
- Create pleasant workplaces.
- Encourage communication.
- Encourage behaviours that promote mental wellbeing.
- Keep staff up to date with training.

Staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Group and individual supervision will take place every half term for all teams of staff in school to enable staff to prioritise safeguarding of children, reflect on their practice and support each other to find team-based solutions.

Training opportunities will be provided for staff to gain more in-depth knowledge and all staff will be supported to explore CPD which will improve their own wellbeing and that of the pupils they support

There are three trained Mental Health First Aiders who are available to sign post avenues of support, should staff members feel additional support is required.