



Loughton School

Wellbeing and mental health statement

Our approach

At Loughton School, **our children's mental health and emotional wellbeing are a key priority.** We recognise that children are best able to learn, develop and thrive when they feel safe, happy, valued and understood.

Supporting children's mental health is everyone's responsibility. All adults in school have a role in knowing our children, noticing changes and responding when something does not seem right. This may include changes in a child's behaviour, mood, attendance, relationships, engagement with learning or general presentation.

We encourage staff to be professionally curious, to notice the small changes and to share concerns early. By working together, we aim to ensure that children receive support at the earliest opportunity rather than waiting for difficulties to escalate.

We provide a **safe, supportive and inclusive environment** where children are encouraged to talk about their feelings and know that trusted adults will listen and help.

Where additional needs are identified, we work in partnership with the child, their parents or carers and where appropriate, other professionals to provide the right support.

Identifying and supporting children

Where a child needs additional SEMH support, we use a graduated approach to:

- identify and understand the child's needs;
- put appropriate support and adjustments in place;
- involve the child and their parents or carers;
- review the impact of support; and
- seek advice or involvement from external professionals where appropriate.

Support may include classroom adjustments, pastoral support, individual or small-group intervention, support from the SENCO or involvement from external services.

A whole-school approach

We promote positive mental health and wellbeing through:

- positive relationships with trusted adults;
- clear routines, boundaries and expectations;
- a supportive and inclusive school culture;

- PSHE and the wider curriculum;
- teaching children strategies for emotional regulation;
- developing resilience, independence and positive relationships; and
- working closely with families.

This supports our school values of **independence, creativity, resilience, respect and inspiring others**.

SEMH and SEND

Some children with persistent or significant SEMH needs may also have special educational needs. However, not every child experiencing emotional or mental health difficulties will have SEND.

Where appropriate, the school's SEND procedures and graduated approach will be followed, with the SENCO working alongside staff, families and relevant professionals.

Safeguarding

All staff understand that mental health difficulties can sometimes be linked to safeguarding concerns.

Where an SEMH concern is also a safeguarding concern, safeguarding procedures take priority. Staff will report concerns to the Designated Safeguarding Lead or Deputy DSL and follow the school's Child Protection and Safeguarding Policy.

Current statutory guidance states that safeguarding and promoting children's welfare includes preventing impairment of children's mental and physical health or development.

Working with families and professionals

Parents and carers are important partners in supporting their child's emotional wellbeing. We aim to work openly and collaboratively with families when concerns arise.

Where a child requires support beyond that available within school, we will seek advice or involvement from appropriate external professionals and services.

Key staff

- **Senior Mental Health Lead:** Nana Brago
- **SENCOs:** Nana Brago
- **Designated Safeguarding Lead:** Ellie Frost
- **Headteacher:** Rebekah Green