



## **Mental Health and Wellbeing Policy**

Date of most recent review:	May 2022
Date of next review:	May 2025
Member of staff responsible:	Rachel Howard

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

Good mental health is....

“The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and make the most of our abilities and opportunities.”

*Young Minds*

At Hatherop C of E Primary School, we are committed to supporting the positive mental health and wellbeing of our whole community of children, staff, parents and carers. We promote the wellbeing of our pupils at the core of everything we do as a school. We strongly believe that our children need to feel emotionally and mentally healthy before they can be expected to achieve their potential. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times anyone may need additional emotional support. We understand that adverse childhood experiences, without appropriate emotional support before the age of 18, can negatively impact the rest of a child’s life. We take the view that positive mental health is everybody’s business and that we all have a role to play.

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where:

- Every child feels valued;
- Every child has a sense of belonging;
- Every child feels able to talk openly with trusted members of staff about their problems;
- Positive mental health is promoted;
- Bullying is not tolerated.

We recognise that mental health and wellbeing is not simply the absence of mental health problems. We know building children's confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

Aims:

At our School we want all children to:

- Understand their emotions and experiences;
- Form and maintain friendships and relationships;
- Be able to express a range of emotions appropriately;
- Develop resilience and cope with setbacks;
- Manage the stresses of everyday life and be able to deal with change;
- Learn and achieve.
- Supporting our children to have their say and participate in decision-making;

We promote mentally healthy environment through:

- A trauma informed approach, to support our children through any difficulties they may have experienced
- A PSHE curriculum which embeds learning about mental health and wellbeing
- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements,
- Valuing each pupil for who they are
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to an emotionally available adult when extra support is needed
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues;
- Supporting staff who are struggling with their own mental health problems.

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

A consistent approach from our dedicated staff means that our school environment and school ethos all promote the mental health of the whole school community. Hatherop CofE Primary School is a place where children:

- Have opportunities to participate in decision making (eg School Council)
- Have opportunities to celebrate academic and non-academic achievements (eg Friday Celebration Worship, Lunchtime Award, Cups, Sir Value Bear)
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others (eg residential & school trips, play leaders)
- Have opportunities to reflect (eg Worship, circle time, quiet areas in school)

- Have access to appropriate support that meets their needs (eg Teacher and TA support in class)
- Are surrounded by adults who model positive and appropriate behaviours and interactions at all times

At Hatherop CofE Primary School, there is a mentally healthy environment where all staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of systems in place to support mental well-being (eg performance management, briefings, training, access to the county Occupational Health counselling service)
- Have recognition of their work-life balance (PPA taken off site)
- Feel valued and have opportunities in the decision making processes (termly pupil progress meetings, staff and INSET meetings)
- Know success is recognised and celebrated
- Are provided with opportunities for CPD

At Hatherop CofE Primary School, there is a mentally healthy environment where parents and carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with the school and agencies
- Are provided with opportunities to ask for help when needed and signposted to appropriate agencies for support (Early Help)
- Are clear about their role, expectations and responsibilities in working in partnership with the school (eg home school agreement shared annually, Parents Meetings, open door policy to discuss any concerns)
- Opinions are sought, valued and responded to (eg Questionnaires, Head Teacher Meetings, HT/Teachers on duty on playground before and after school each day)

### Signposting

We aim to spot the early warning signs of mental health issues and to identify appropriate support for the children based on their needs. We involve parents and carers wherever possible and also the children themselves in the care and support they need in School.

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum where we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We seek opportunities to promote positive mental health from both within the curriculum and beyond. Examples include our Circle times (which supports awareness), Golden time (which strengthens relationships), a full and enriching PE curriculum, Huff Puff playtime (to promote physical and mental wellbeing) and the nurturing environment of the school which seeks to underpin all that we do.

### **Supporting Mental Health and Well-Being**

Staff can seek support from the Staff insurance, SAS which offers Well-Being support or Occupational Health (GCC) which the school subscribes to (contact details are in the staff room).

### **Monitoring arrangements**

This policy is reviewed and updated every three years. Governors conduct monitoring visits as part of the Health and Well-being Hub and discuss the implementation and impact of this policy with staff subject leads as appropriate and depending upon current priorities. Annual staff and pupil surveys are also used to monitor impact.

### **Other policies linked to this one:**

Behaviour Policy

Equality Policy

Anti-bullying Policy

SEND Policy

Developing Spirituality Policy