



## MENTAL HEALTH AND WELL-BEING POLICY

### Values

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

### Vision

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

### Aims

Create a safe, enjoyable and nurturing learning environment  
Provide outstanding pastoral care for everyone  
Value, encourage and equip every member of the school team in their respective roles  
Create a culture of high expectations through all areas of school life  
Create a motivating learning environment through inspirational teaching  
Support all children to engage fully in their own learning and promote a love of learning  
Encourage each child to develop self-confidence, practise care and respect for others  
Welcome difference and celebrate all that we can learn from each other

### Rationale

As a Church of England school, rooted in the teachings, values and spiritual life of the Church of England, we aim to support the development of the mental health and well-being of our pupils and staff.

Our ethos is strongly supported by our core Christian values of faith, hope and love. We encourage all members of the school community to demonstrate their love and care for each other through respect, understanding and support.

We recognise that everyone experiences life challenges that can make us vulnerable at times and anyone can need additional emotional support. We take the view that positive mental health is the responsibility of everybody and we all have a role to play.

## School Aims

Our aims support the good mental health and well-being of all through the following actions

Aims	Examples of actions
Create a safe, enjoyable and nurturing learning environment	Site is kept safe, clean and tidy Health and Safety deemed 'good' at annual audits Interesting displays in classrooms and around school
Provide outstanding pastoral care for everyone	Staff model respect and care for others Additional support for vulnerable pupils House systems support children to work together
Value, encourage and equip every member of the school team in their respective roles	Clear job descriptions Development opportunities Appraisal systems
Create a culture of high expectations through all areas of school life	Good procedures for tracking progress of all children High expectations for manners, behaviour and respect for others Strong communication with families
Create a motivating learning environment through inspirational teaching	Lessons are excellent Children are observed as consistently engaged in their learning Adults support children well, and encourage them to
Support all children to engage fully in their own learning and promote a love of learning	OTTER learners embedded Broad and balanced curriculum OTTER (Ourselves, Try, Think, Enquire, Risk) learners embedded
Encourage each child to develop self-confidence and practice care and respect for others	Value of the term explored and celebrated Children treated as individuals, encouraged to pursue own interests Curriculum includes opportunities 'outside of the comfort zone'
Welcome difference and celebrate all that we can learn from each other	Celebration of individuals 'Accept and Respect' used as key wording Anti-Bullying Week activities embedded annually

## Curriculum

The skills, knowledge and understanding for pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. Using the PSHE Association Guidance, we ensure we teach mental health and emotional well-being issues in a safe and sensitive manner.

## Targeted Support

Some pupils may need additional support for emotional needs, following recent difficulties including bereavement or for complex or long term difficulties. Based on the needs of the pupil, the school will offer appropriate support in either small groups or for individuals. This may include:

- Pets As Therapy
- Play Therapy
- Relax Kids
- 1:1 nurture sessions
- Small group nurture sessions
- Therapeutic activities including art, lego, relaxation and mindfulness techniques
- Managing feelings resources such as 'worry boxes' or 'memory boxes'
- Drawing & Talking Therapy

The school will evaluate the effectiveness of this targeted support as appropriate including Strengths and  
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Difficulties Questionnaire, The Boxall Profile and/or Qualifications, Curriculum and Assessment (QCA) behaviour scales.

### **Parents**

We liaise closely with parents, including informing them about nurture support taking place. The school website has information regarding support for mental health and well-being with the weekly school newsletter including links to relevant updates. Parents are welcome to raise any questions or concerns about their child's mental health and/or wellbeing with the class teacher.

### **Identifying Needs**

School staff are aware of warning signs which may indicate a child is experiencing mental health or wellbeing issues. These signs will be taken seriously and communicated with parents and the Headteacher and/or SENCo. A referral form can be completed by the class teacher for request from senior management for additional support for a child experiencing mental health or wellbeing issues.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absence

### **Working with Agencies**

We access support from a range of outside agencies, including:

- PCAMHs
- CAMHs
- School Nurse Team
- Educational Psychologist
- Locality and Community Support Service
- Paediatricians
- GPs
- Therapists

### **Staff**

We are committed to supporting the welfare of our staff. We recognise our legal and moral duty of care to them and acknowledge the importance of identifying and supporting issues around mental health and wellbeing. Actions include: ensuring good communication, restriction on amount and times of regular meetings, teachers encouraged to take PPA at home, cover provided for meetings such as pupil progress and SEN reviews to limit after school hours work and free health and well-being support available through school insurance policy.

Signed:..... Headteacher

Date: .....

Signed:..... Chair of Governors

Date: .....

Policy review date: .....