

St John's Upper Holloway CE Primary School



Mental Health and Wellbeing Policy

November 2024

Policy approved by governors: Nov 2024

Review date: November 2025

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- ❖ providing a rich and stimulating curriculum that will inspire and challenge
- ❖ being a happy, healthy and safe place
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- ❖ considerate and respectful with excellent manners
- ❖ confident, happy, independent and self-motivated
- ❖ co-operative and collaborative
- ❖ honest and trustworthy
- ❖ resilient, hardworking and determined
- ❖ highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

Objectives of the policy

Mental health issues can be de-stigmatised by educating pupils, staff and parents. This is done through lessons (PSHE) with the pupils, INSET with the staff and through parent discussions. Positive mental health is also promoted through strong pastoral care.

Objectives

- Support and guide all in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- Offer opportunities for all to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.
- Help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.
- Offering help and support to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.
- Have a nurturing environment where everyone is treated with an unconditional positive regard.
- Having the opportunities to be heard and involved in decisions which affect them.
- Ensure opportunities and encouragement to play active and responsible roles in the school and community.
- Protected from abuse, neglect or harm at home, at school or in the community.

Child protection and safeguarding responsibilities

St John's Upper Holloway is committed to safeguarding and promoting the welfare, including their mental and emotional wellbeing, of all of our school community. This policy must be enacted in line with the school Safeguarding and Child Protection policy.

Confidentiality and information sharing

Pupils may choose to confide in a member of school staff if they are concerned about their own welfare or that of a peer. Pupils should be made aware that it is not possible for staff to offer complete confidentiality. If a member of staff considers a pupil is at serious risk of causing themselves harm then confidentiality cannot be kept.

Young people with mental health problems typically visit a medical centre more than their peers, often presenting with a physical concern. This gives the office team a key role in identifying mental health issues early. If a pupil confides in a member of the school office team then they should speak to the Head teacher and Designated Safeguarding Lead (Nick Turpin), SENCO or Deputy Designated Safeguarding Lead (Rebecca Ross Goobey).

Parents are encouraged to disclose to the school any known mental health problem or any concerns they may have about a pupil's mental health or emotional wellbeing. This includes any changes in family circumstances that may impact the pupil's wellbeing. If a parent discloses to the class teacher then this information must then be passed on to the Head teacher.

Identifiable mental health issues

Everyone experiences mental health each day, be it good or bad. Some mental health concerns are short-lived, however others are longer term. In school we strive to ensure that pupils are supported to manage their own mental health through our curriculum. We acknowledge that some mental health issues are more specific and that it is important for staff to be alert to signs that a child might be suffering.

Curriculum for pupils

The curriculum for pupils at St John's Upper Holloway is broad and balanced to ensure that all pupils have the opportunity to achieve and experience success.

In addition to this we specifically ensure the positive mental, emotional, social and physical wellbeing through the following subjects:

- PSHE (including Getting Back to Green – an emotional regulation strategy) and RSE
- RE
- PE

In order to support our children's positive wellbeing we approach learning in the classroom using strategies that are known to support and develop children's self-esteem as well as developing their resilience.

Assessment

Two important elements enabling the school to identify mental health issues are the effective use of data (pupils' patterns of attendance, academic achievement) and an effective pastoral system whereby staff know pupils well and can identify unusual behaviour.

- a. Teachers meet at least termly with the Head teacher to discuss every child's progress and achievements. During this time staff will highlight any concerns or needs that have arisen.
- b. In the Early Years, every member of staff takes part in weekly meetings where concerns about children are raised.
- c. When concerns are raised to the SENCO observations, monitoring or referral may be made, as deemed appropriate.
- d. The SENCO will discuss concerns raised by the class teacher or playground staff with the parents or carers of the child concerned. At the start of each new academic year the new class teacher is briefed on the needs of the children in their new class by the SENCO.

The learning environment

- a. The learning environment contributes to every pupils' academic development as well as their spiritual, moral and social growth.

- b. Teachers should ensure they have a welcoming and stimulating environment which supports the children's learning and celebrates their academic and non-academic achievements
- c. Every classroom must have a quiet area
- d. Every classroom must have a worry box readily available for children to use.

Health and welfare of staff

- A staff room is available where staff can relax and no work is carried out.
- A PPA room is provided for work outside of the classroom.
- Staff are involved in drawing up school development plans
- Staff briefings are held weekly and staff are able to air their views and feel supported.
- A number of events are held each year where staff can get to know one another and relax in a social setting
- Tea and coffee freely available
- Access to Occupational Health
- Supervision
- Access to Education Support and Counselling Services
- Professional development support and opportunities

Further Reading and Useful Links

Policies

- Behaviour
- Relationships and Health
- PSHE
- Safeguarding and Child protection
- Equality document
- Inclusion
- Attendance

HM Government (2011), No Health Without Mental Health, Department of Health
DfE, Mental Health and Wellbeing Provision in Schools (October 2018)

Websites

Young Minds: http://www.youngminds.org.uk/for_parents

b-eat: <http://www.b-eat.co.uk/>

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Stem4: <http://www.stem4.org.uk/>

Royal College of Psychiatrists:

<http://www.rcpsych.ac.uk/expertadvice/youthinfo/parentscarers.aspx>