

Strive Think Act Respect Shine

Through our curriculum we teach our Christian values: hope, wisdom, community and respect so that our children are prepared spiritually, morally and culturally for a life in modern Britain.



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Norton Church of England Primary School

Children's Mental Well-Being Policy

Children's Wellbeing Policy

This policy links directly with our school vision and staff charter:

NORTON STAR STAFF CHARTER

Vision:

Hope: (strive) that our children lead happy and fulfilled lives through seeing the best in others and in themselves; they are resilient, forward looking and appreciative

Wisdom: (Think) that our children have the essential knowledge, skills and behaviours to guarantee that they thrive in modern Britain; the wisdom to preserve the beauty of our planet; the wisdom to make informed, positive decisions

Community: (Act) our children celebrate differences and value everyone in our Norton family and wider community; they celebrate belonging to a local, national and international community as they respect difference and expect inclusion

Respect: (Respect) our children know that everyone has the right to be themselves. Norton is a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our children respect themselves and are proud to be part of an inclusive school.

It is important that we:

- *Respect, understand and value the role that we each have*
- *Are prepared to learn from each other*
- *Value positive communication at every level. Be good role models.*
- *Recognise the good in every one. Expect the best from every one.*
- *Value ourselves as well as others.*
- *Feel confident about asking for advice or offering solutions.*
- *Look for opportunities to make our school stronger.*
- *Celebrate our school within the community.*
- *Be proud of and loyal to our school.*
- *Help each other out, care for one another.*
- *Listen to each other.*
- *Enjoy our jobs and shine*

Introduction

At Norton School we are committed to protecting and supporting the emotional wellbeing of our pupils. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We recognise that everyone experiences life's challenges that can make us vulnerable and at times, anyone may need additional support whether this is in school or within our community. We take the view that positive mental wellbeing is everybody's business and that we all have a role to play.

Responsibilities for implementing the Well-being policy

Head Teacher

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Ensure staff are fully trained to discharge their duties
- Ensure staff are provided with meaningful developmental opportunities to support pupils fully
- Be vigilant and offer additional support to any pupil who is experiencing stress outside school
Liaise with the Staff Well-being Council on development and implementation of the well-being policy

Policy Statement

At our school we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- 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
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches

- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties with our Emotional Literacy Support Assistant
- Helping parents make links with outside agencies

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Mrs Farren - Designated child protection / safeguarding officer
- Rosie Eaton – Duty Designated child protection / safeguarding officer
- Helen Frost - Mental Health and Emotional wellbeing lead
- Helen Frost- Emotional Literacy Support assistant -ELSA

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 developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- Circle time approaches or 'circle of friends' activities.
- Targeted use of ELSA resources.
- Managing feelings resources e.g. 'worry monsters'
- Managing emotions resources from ELSA
- ELSA support groups.
- Therapeutic activities including art, relaxation and mindfulness techniques.

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

- Children's in school questionnaire

- Pupil Wellbeing Survey
- Emotional literacy scales Signposting We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.
- Staff members who are trained in Mental Health First Aid and are there to spot early signs

Identifying needs and Warning Signs

All staff will be able to identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support through our SENCO and ELSA Support Assistant
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- 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 PSHE 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)
- Early Support

Head Teacher / health and safety staff

- Provide specialist advice and awareness training on stress
- Train and support managers in implementing stress risk assessments
- Support individuals who have been off sick with stress and advise them and their management on a planned return to work
- Refer to workplace counsellors or specialist agencies as required
- Monitor and review the effectiveness of measures to reduce stress
- Inform the management team and the health and safety committee of any changes and developments in the field of stress at work

Staff Wellbeing Council

- will comprise the Assistant Head, School Business Manager, one teacher representative, one support staff representative and link governor
- will be meaningfully consulted on any changes to work practices or work design that could precipitate stress
- will consult with colleagues on the issue of stress including conducting any workplace surveys/feedback
- will be meaningfully involved in the risk assessment process
- Staff Well-being Council Representatives should conduct joint inspections of the workplace with the head teacher at least every 3 months to ensure that environmental stressors are properly controlled

Monitoring and reviewing the Staff Well-being policy

The head teacher will provide bi-annual updates to the governing body on Children's Mental Well-being. The Well-being policy will be reviewed every three years by the Head teacher in conjunction with the Staff Consultative Council and Governing Body with any necessary revisions or amendments being made as appropriate.

Policy drafted:

Agreed by staff:

Agreed by Governors:

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Review date:

Signed: