

St. Margaret's C.E.



St. Margaret's C of E. Primary School

Emotional Health & Mental Wellbeing

November 2018

Review: December 2020

Developed by	Shelley Greenwood (Pastoral Lead)
For Use by	Management & Staff
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Introduction

Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices.

Policy Statement

The government estimate that one in ten children and young people have a diagnosable mental disorder, this is the equivalent to three pupils in every classroom across the country.

At St Margaret's it is our aim to support positive mental for each and every one of our pupils, staff and parents/carers. We aim to do this by using a whole school approach and also by using tailored individual support for those that need it. Here at St Margaret's we promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. For those that are struggling to manage issues we aim to recognise this and respond appropriately as quickly as possible.

Purpose

By developing and implementing practical relevant and effective policies and procedures we can promote a safe and stable environment for all our pupils that may be effected both directly and indirectly by mental ill health.

Aims

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly

- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

The Oldham Whole School and College Emotional Health and Mental Wellbeing Framework – 'supporting young minds through tough times', has been launched and is now a main driver for our work in this area in school. The framework sets out key actions within eight principles:

1. Management and Leadership
2. The school ethos and environment
3. Curriculum, teaching and learning
4. Student voice
5. Staff development, health and wellbeing
6. Identifying need and monitoring impact
7. Working with parents and carers
8. Coordinated support

School has created an action plan against these 8 principles and will be using the Graduated response as set out below in line with Oldham's Framework for mental health to put in support as follows using a range of tools available to us.

Stage 1: Universal Support. This is what school offers all children to promote positive mental health. Support is embedded in all classrooms and is part of the whole school approach. Eg, daily mile, worry boxes in class etc, pastoral support, circle time, healthy eating, class worship and whole school worship, the buddy bench, positive praise and peer resolution.

Stage 2: Selected support. This is where we put specific interventions into place. These are delivered in school by school staff. Sometimes in consultation with other agencies. Eg. Self-esteem groups, 1:1 pastoral support and 1:1 counselling by place 2 be.

Stage 3: Targeted support. This is where specific interventions are delivered in school by external agencies. School remain involved. Eg. MIND charity, Healthy Young minds.

Children may move around within the different stages depending on their need/improvement.

Monitoring/Review

The Governors/SLT will review the impact of this emotional health and mental wellbeing policy as part of the rolling programme of policy review taking into account the following aspects:-

- ❖ Motivation
- ❖ Self-esteem
- ❖ Behaviour
- ❖ Anti-bullying
- ❖ Anti-racism
- ❖ Anti-sexism
- ❖ Anti-homophobia
- ❖ Attainment
- ❖ Teaching
- ❖ Attendance