St Joseph & St Bede R.C. Primary School

Emotional Health and Wellbeing Policy

With **Christ** at the centre, our *Dream* is for **greatness** in our **learning**, to *Believe* in our **unique talents**, to be Guardians of **life & creation** and to *Achieve* **a better world**, by **living life** to the **full**.

Approved by:	Jane Myerscough	Date: November 2021
Last reviewed on:	November 2021	
Next review due by:	November 2022	

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1. Aims

This policy aims to ensure that:

➢ All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody.
➢ All adults have the right to work in an environment that supports and promotes positive mental health for everybody.
➢ The promotion of positive mental health for children and young people is everyone's business.
➢ Parents feel supported in promoting positive mental health for themselves and their children.

This policy is a working document and has been developed in consultation with the whole school community.

2. Legislation and guidance

Based on the Department for Education's guidance: Mental health and behaviour in schools and Public Health England's guidance Promoting children and young people's emotional health and wellbeing

3. Creating a Mentally Healthy Environment

Our intent is to offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

A mentally healthy environment has:
➢ A clear and agreed ethos and culture that accords value and respect to all
➢ A commitment to being responsive to children and young people's needs
➢ Clear guidelines for internal and external referrals
➢ Strong links with external agencies to provide access to support and information
➢ An ethos that 'mental health is everyone's business
➢ Staff have the opportunity to become Mental Health First Aiders.

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/governors:
- ➤ Have their individual needs recognised and responded to in a holistic way
- ➤ Have a range of strategies that support their mental health,
- ➤ 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, 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

A healthy learning environment provides opportunities to teach pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos

4. Promoting Positive Mental Health

The implementation of the policy for promoting positive mental health in our school:
- Will give school a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in school
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges
- Will use 'Early Intervention' to identify issues and provide effective support.

5. Judging Impact

In order to judge the effectiveness of this policy school we gain evidence in various forms:
- Feedback from the whole school community via questionnaires (bi-annually at Parents' Evenings, termly for staff and pupil) and verbally, formally and informally
- The number of external referrals to Healthy Young Minds, School Nurse, parent support worker
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

6. Monitoring arrangements

This policy will be reviewed and approved by the governing board every year or sooner if required.

7. Links to other policies

This policy links to the following policies:
- Anti-Bullying and Inclusion
- Behaviour policy and statement of behaviour principles
- Accessibility plan
- Equality information and objectives
- Health and Safety
- Safeguarding
- Special Educational Needs Information Report and Policy

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