



## Mental Health and Wellbeing Policy

| <b>Date</b>    | <b>Review</b>  | <b>Responsible</b>                           | <b>Named Governor</b> |
|----------------|----------------|--|-----------------------|
| July 2018      | July 2021      | Headteacher                                  | Vanessa Siddall       |
| September 2021 | September 2023 | CR / EC<br>Changes made: Highlighted in blue | Vanessa Siddall       |

Stonelow Junior School's Mental Health and Wellbeing Policy has been developed to promote and encourage health and wellbeing at work for all, staff, pupils and the wider community.

Wellbeing is not only an important factor in the job satisfaction of our staff but is essential in enabling our pupils to learn to the best of their ability and make the best progress they can.

This policy is designed to bring wellbeing and mental health issues to the fore, creating a whole school culture where negative wellbeing issues are identified, minimised and managed as soon as possible.

[As a Trauma Informed and Attachment Aware School, Stonelow will use these approaches to inform and guide the support given.](#)

### Aim

To ensure that the children, staff, parents and wider community at Stonelow Junior School acquire and develop the knowledge and understanding, skills, capabilities and attributes that they need for good mental health and wellbeing.

### Objectives

To meet our aims we will ensure the following objectives are achieved:

1. Achieving - being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

2. Active - Having opportunities to take part in activities such as play, recreation and sport which will contribute to healthy growth and development.
3. Healthy - Being open and honest about how to achieve good physical and mental health and the difficulties that some of us have / might have. Being given access to suitable healthcare and support.
4. Included - Having help to overcome social, educational, physical and economic equalities and being accepted totally as part of the school and community.
5. Nurtured - Having a nurturing place to live and learn and where all are treated with an unconditional positive regard.
6. Respected - Having the opportunities to be heard and involved in decisions which affect them.
7. Responsible - Having opportunities and encouragement to play active roles in the school and local community.
8. Safe - Being protected from abuse, neglect or harm.
9. Celebrated - Being celebrated as an individual, regardless of sex, race, sexuality, appearance, interests, disability or home background.
10. Challenged - Being challenged to make mistakes, deal with disappointment, question behaviours and situations. To not shy away from difficult conversations or discussions.

### Curriculum

Programmes of work are in place covering all the aspects of health and wellbeing.

These include:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

### Teaching and Learning

Approaches will be taken to ensure that:

Pupils are engaged and their views and experiences are taken into account

Teachers keep up to date with research and findings - particularly in sensitive areas such as substance misuse / [sexual behaviour and language](#)

Teachers are aware of particular issues in school or local community that need to be discussed.

A variety of teaching approaches is used including active learning, peer learning, outdoor learning and the effective use of technology.

A Growth mind-set approach to learning is used to encourage pupils to face challenges, learn from their failures and overcome difficulties.

Pupils are encouraged to act as role models within the school environment.

A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

More vulnerable pupils have the opportunity to take part in nurture groups / [receive support from the Family Support Worker](#).

Pupils learning behaviours are assessed three times each year and follow up activities / support are planned for those who need it.

A Learning mentor / family support worker is employed to support individuals, groups of children and families where needed.

### Physical environment

The school building and grounds will be maintained in a manner that supports the ethos of the school regarding a safe, secure, appealing and welcoming environment.

A high value is placed on maintaining a litter free environment. Children are expected to treat the school and grounds with respect and are encouraged to look after it. Groups of pupils work to maintain the school pond and garden. Recycling is encouraged. Waste is discouraged.

### Health and welfare of staff

The school is committed to encourage all staff to lead healthy working lives. A staffroom is available where staff can relax.

All staff receive PPA time and there are no expectations on staff to work hours beyond their directed teaching time. There is an expectation that work-related phone calls and e-mails are not made out of school time, unless important.

Staff are involved in whole School Development Planning and in decisions affecting their professional practice.

Staff are encouraged to develop professionally and CPD is encouraged. PPA time is given back to staff who miss it. Weekly staff meetings are held weekly, and are not expected to over-run. Individuals are able to air their views and feel supported.

School has an 'open door' policy. Staff are encouraged to talk to the SLT regarding any issues they have in school. There is an ethos of openness and support. [There is a communication policy in place that is reviewed regularly.](#)

Social events are organised where staff can relax in a social setting, 'out of school'

### Links with family and the community

School has an open door policy. Parents are valued and welcomed into the school. We communicate regularly via letters, e-mail, text and a school APP. We also hold regular parents evenings, and assemblies, performances and productions that families can attend.

School aims to hold information sessions for parents, and informs them about Year 6 testing, school trips and growth mind-set amongst other things.

Parents and the wider community will be encouraged to be actively involved in the development and review of school priorities and policies through Governor Questionnaires, surveys and engagement in working groups [such as the parent RSE working group].

All staff members will make sensitive use of information concerning individuals and treat conversations with parents / carers with appropriate discretion. An effective complaints procedure is made available to all parents. The school family support worker will work with parents regarding any concerns they have and offer in-school support or signpost them to other professionals or support groups.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Mechanisms are in place to celebrate pupil's achievements and successes within the community.

### Organisation and Ethos

We strive to provide a healthy environment for working and learning, for making mistakes and achieving and for overcoming difficulties and challenges. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem.

This will be evident in relationships forged in school be it pupil / pupil, staff / staff or staff / pupil. Positive behaviour policies and friendship initiatives will enhance the climate around school.

Achievement will be recognised throughout school and celebrated through assemblies and displays of pupils' work throughout the school building.

### Monitoring and evaluation of pupils' progress

School staff will gather evidence as part of day to day learning and behaviour outside the classroom. On occasion evidence will be gathered through specific assessment tasks, completed by pupils or staff [eg [Motional assessments](#)]. Behaviours of learning are assessed three times a year and inform the approaches that need to be taken in school.

Attendance is checked regularly and half-termly meetings are held between SLT and the FSW to discuss work with families who need the support.

The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, observations, interviews, examples of work, teachers notes, feedback from parents / carers, quantitative data etc.