

# FRONT STREET COMMUNITY PRIMARY SCHOOL



## MENTAL HEALTH AND WELLBEING POLICY

September 2024



(Articles 28, 29, 30 and 31)

**"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."**

(World Health Organization 2014)

At Front Street Primary it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The department for Education recognises that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. At our school we aim to:

- 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 'true' to themselves.
- 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 such as attachment disorder.

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.

### **Staff roles and responsibilities**

All staff have a responsibility to promote the mental health of students and understand about possible risk factors. As well as a trained Mental Health First Aider, we have a Governor responsible for Mental Health.

### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our students 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 are teaching but we will also use the PSHE curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

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 SEAL/Jigsaw resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

### **Signposting**

We will ensure that staff, pupils and parents are aware of who to go to if they are worried, what support is available within our school and how to access further support.

### **Identifying needs and Warning Signs**

School staff may become aware of warning signs which indicate a pupil 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.

### **Possible warning signs include:**

- Changes in eating / sleeping habits
- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity and mood
- Falling academic achievement.
- Secretive behaviour.
- Not wanting to do PE or get changed for PE or wearing long sleeves in hot weather.
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Disclosures by children and confidentiality**

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise or explore 'Why?'. Staff make it clear to children that if we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

### **Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing
- Share and allow parents to access sources of further support.
- 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
- Behaviour support through Primary Behaviour Support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- RISE
- Counselling services
- Family support workers
- Therapists

### **Supporting and Training Staff**

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

The MindEd learning portal [www.minded.org.uk](http://www.minded.org.uk) provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Supporting and promoting the mental health and wellbeing of staff is an integral and essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. An open door policy to senior leadership is always made available if staff need to speak to someone about any issues of concern and a fully committed supportive governing body. Staff also have access to Gateshead's counselling service.

Our Mental Health Lead in school is Mrs O'Neill and our Family Support Worker is Mrs Doughney and they are more than happy to support.

Policy Review: September 2025