

# Positive Mental Health and Wellbeing Policy



NANSTALLON SCHOOL



## **NANSTALLON VISION 2021:**

***Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.***

Ratified by governing board	June 2020
Date for Review	Summer 2022
Signed Headteacher	(Ben Stephenson)
Signed Chair of Governors	(Sheena Morton)

A healthy and happy school ensures that when pupils, or staff, are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils, and our staff, to understand their feelings".

Positive Mental Health and Emotional Well-being describes how we think, feel and relate to ourselves and others and how we interpret the world around us. It affects our capacity to manage, communicate, and form and sustain relationships as well as our ability to cope with change and major life events.

At Nanstallon School, we work towards positive Mental Health and Wellbeing in the whole of our school community, for adults as well as children. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children may be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for our pupils affected both directly, and indirectly by mental ill health.

### **Scope**

This policy should be read in conjunction with our SEND policy where a pupil has an identified special educational need. It also links to the following policies:

- Positive Behaviour
- Child Protection
- Safeguarding

### **The Policy Aims to:**

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental and emotional health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families

### **Lead Members of Staff**

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

Ben Stephenson – Headteacher and Designated Safeguarding Lead (DSL)

Sheena Morton – SEND Governor

Arran Langdon – Year 5/6 teacher, Wellbeing Champion and DDSL

Myra Winch – Year 4/5 teacher and SENDCo

Any member of staff who is concerned about the mental health or wellbeing of a pupil or member of staff should speak to Ben Stephenson in the first instance and record their concerns on 'MyConcern'. If there is a fear that the

pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral.

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting emergency services if necessary.

### **Warning Signs**

School staff may become aware of warning signs, which indicate a pupil, or member of staff, is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to Ben Stephenson and write the concerns in 'MyConcern'.

### **Possible warning signs include: (this is not an exhaustive list)**

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Curricular and Extra-Curricular Support**

- We support the mental health and wellbeing of all pupils through:
- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile anti-bullying procedures and policy through assemblies and events
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships
- Having active listeners to whom a child may turn
- Enhancing school and classroom layout, facilities and resources, such as our quiet area in the playground and quiet room provided near our hall
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained adults of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development

- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Opportunities for pupil leadership through school council, play leaders, and other roles
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

### **Staff Support**

We support the mental health and wellbeing of all staff through:

- Curricular planning time (PPA) within the school week
- Whole school training events, including Safeguarding
- Performance Management/Appraisal interviews to celebrate and challenge performance, broker support and discuss career aspirations
- Access to appropriate external training
- Weekly Friday briefing email to ensure all staff know what is coming up the following week
- Involving all staff in decision making and proposed change
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Shielding staff from receiving emails from parents which could cause additional stress
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks
- Encouragement of social events

### **Roles and Responsibility**

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher will demonstrate through their personal leadership the importance of this, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.

### **Training**

All staff will receive training about recognising and responding to emotional and mental health needs as part of their regular child protection training in order to enable them to keep pupils safe and recognise concerns in adults.

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.