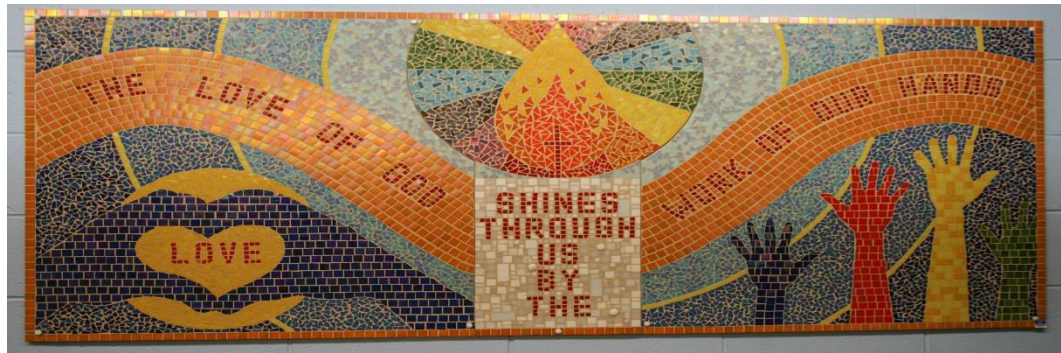


Norley CE Primary School



Mental Health & Wellbeing Policy for Pupils

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)

Mental Health & Wellbeing Policy

Aims

We are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind where each individual and contribution is valued. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support. We want our children to go on to do great things and mental health and wellbeing is a crucial part of that.

Teaching about mental health and wellbeing

We take a whole school approach to promoting positive mental health and wellbeing. Our aim is to help children to become more resilient, happy and successful.

We carry out this approach by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Helping children socially to form and maintain relationships.
- Helping children to become resilient learners.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching important Christian values including friendship, kindness, compassion and forgiveness through daily collective worship sessions.
- Heartsmart and No Outsiders sessions are taught on a weekly basis. This teaching covers understanding of emotions, resilience, friendships and where and when to ask for support.
- Adhering to a positive, restorative approach to behaviour management.
- Teaching children emotional skills and giving them an awareness of mental health so that they are able to understand their emotions and feelings better.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.



The Learning Environment

At Norley we promote a mentally healthy environment by:

- Promoting our school and Christian values.
- Encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Giving pupils an opportunity to make decisions and communicate their ideas through the student council.
- Celebrating academic and non-academic achievements in celebration assemblies.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Mental Health and PSHE sessions taught across the school through the use of a wide range of resources.
- Promoting the importance of wellbeing week in school and providing children with opportunities to learn ways to improve their emotional wellbeing.

Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health. Some children will require additional help and staff have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

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

SEND/CO : Mrs Kelly

Mental Health Lead : Mrs Leyland

ELSA : Mrs Power

Named Mental Health and wellbeing governor : Mrs Duffy

PSHE lead : Mrs Kelly

Safeguarding team : Mrs Kelly, Mr Bennett , Mrs Luther, Mrs Leyland and Mrs O'Connor on behalf of the governing body.



The school's Mental Health and Well-Being Team are responsible for:

- Leading and working with other staff members to coordinate whole school activities to promote positive mental health.
- Providing advice and support to staff and organising training and updates.
- Keeping staff up-to-date with information about what support is available.
- Liaising with the staff on teaching around mental health through the PHSE curriculum.
- Being the first point of contact and communication with mental health services.
- Leading on and making referrals to services.

Teaching and Learning

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Managing emotions resources.
- Managing feelings resources (each class has their own worry monster).
- Circle time activities.
- ELSA support sessions.
- Therapeutic activities including yoga, art, music lessons, relax kids stories and teaching mindfulness techniques.

Signposting

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

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships



- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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

Assessment, interventions and support

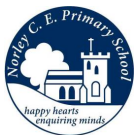
All concerns are reported to the designated adults within school and needs are assessed to ensure the child gets the support they need, either from within the school or from an external specialist service.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support and promote positive mental health at home.
- Make our mental health and wellbeing policy easily accessible to parents and carers.



- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although in certain cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to be used at home.
- Create a chronology of actions and events.
- Agree a mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

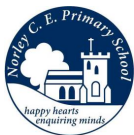
As part of our targeted provision, we will work with other agencies to support children's emotional health and wellbeing.

Children may be referred to one of the following services for additional support:

- CAMHS
- School Nursing Service
- Children's and Family Services
- Family support workers
- Counselling Services
- Therapists

Training

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 pupils safe. 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.



Mental Health and Wellbeing Policy	
Review Frequency:	Annual
Reviewed and approved by:	Business and Resources Committee
Date:	22 nd January 2024
Headteacher signature:	<i>Helen Kelly</i>
Chair of Governing Body signature:	<i>Paul Corbishley</i>
Date of next review:	22 nd January 2025