



Mental Health, Wellbeing and Resilience Policy

Date:

We promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

Scott Primary School recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health, wellbeing and resilience for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Scott Primary School is committed to raising awareness, increasing understanding and ensuring that it can make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

Scott Primary School endeavors 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.

Healthy relationships underpin positive mental health and have a significant impact.

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
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

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

Waves of support

Wave 1	Wave 2	Wave 3
Universal	Targeted	Specialist
TA check ins Circle time Learning Friends Assemblies Celebration weeks – Mental Health Awareness, Hello Yellow, Healthy Schools Worry monsters Outdoor learning Lunchtime clubs	Signs for emotions Emotional literacy Wellbeing gps Friendship club	Nurture gp Trusted adult/ mentor Family Worker Professional mentor Outside agencies Play therapy

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- 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 and 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 that promote positive mental health, wellbeing and resilience through the standard curriculum and extended provision, eg Circle Time, SEAL, play, nurture groups, differentiated learning activities, individual timetables, parents/carers

groups, challenging stereotypes, etc.

Teaching about mental health

- The skills, knowledge and understanding needed by our children and young people to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum
- The specific content of the lessons will be determined by the specific needs of the class
- There will always be an emphasis on enabling children and young people to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves and others
- Children and young people have access to lunchtime clubs such as Calm club, Confidence club and Friendship club
- We have a tiered approach in school to mental health, wellbeing and resilience, this is explained in the appendices
- Children, young people and their families have access to the Family Worker
- In school we have a robust referral system for any concerns. In addition to the Safeguarding forms we also have niggles forms for any low level concerns that may build up to create a bigger picture. Mental health, wellbeing and resilience concerns can also be referred through the Inclusion referral form. These are discussed at the fortnightly Inclusion meeting, unless they need to be dealt with immediately

The implementation of this policy for promoting positive mental health in school:

- Will give the 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

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies, each policy has a mental health, wellbeing and resilience statement
- The school's ethos
- Child/Staff/Volunteer wellbeing
- Staff/Governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals, CAMHS, Chums, Health Service, Social Care, Early Help
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Governors
- Attendance of Professional Study Groups (PSGs) by Mental Health Lead

Mental Health Lead – Mrs Jo Sawford
Mental Health Governor – Gabrielle Dobrady

This policy must be reviewed every two years.

The promotion of positive mental health for children and young people is everyone's business

Appendices –

- Signs and symptoms
- Tiered approach