

Fladbury C.E. First School

Pupil Mental Health and Wellbeing Policy



**Approved by Governing body: February 2023
Review date: February 2024**

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Vision

Every child at Fladbury C.E. First School will know they are loved by God, have happy hearts and be part of a flourishing, well-led school. When they leave they will be well prepared to meet the challenges, confident in their abilities and look forward to their bright future with an open mind.

Mission

Our mission statement will be achieved through these 3 core messages:

- 1) Demonstrating God's love through HAPPY HEARTS. We will promote this by developing a love of learning with a passion.
- 2) Through positive attitudes and OPEN MINDS We will support our children to embrace all opportunities
- 3) Through enabling all of our children to achieve their goals and have BRIGHT FUTURES. We will enable our children to reach their full potential.

Aims

At Fladbury C.E. First School we believe that all pupils have the right to be educated in an environment that supports and promotes positive mental health. All adults that work with our pupils have the right to work in an environment that supports and promotes positive mental health too.

The SEND Code of Practice (2015) published Special Educational Need (SEN) categories to incorporate mental health, thus highlighting its significance as a barrier to educational progress. The SEND code of practice breaks SEN into four broad areas. In practice, individual children or young people often have needs that cut across all of these areas and their needs may change over time. The four areas are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

We recognise that everyone experiences challenges in life which can make them vulnerable and then they may need emotional support. Mental health can affect any

pupil directly or indirectly and the effects can be long or short term. The aim of this policy is to recognise and illustrate how these needs are supported at Fladbury C.E. First School.

Objectives

To achieve our aims we strive to meet the following objectives:

1. To have an inclusive whole-school approach to good mental health, evident in every classroom, every day.
2. To assess and identify individual mental health needs of our pupils
3. To engage with parents and families to work together where mental health needs effect individual pupils, or where mental health needs are prevalent within the immediate or wider family
4. To work in partnership with outside agencies if necessary, to gain the best possible outcomes for our pupils and families

Whole School Approach

Fladbury C.E. First School offers 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. This has been created through clear staff roles, ongoing specialist training for core staff and raising whole staff awareness and understanding. As a staff we are using the Worcestershire Emotional Health and Well Being Pathway document and have identified where our current targets lie. We aim to allow all pupils to feel safe, secure and able to achieve and experience success and well-being.

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.

All school staff act as role models in terms of wellbeing and emotional literacy – displaying characteristics such as empathy and self-control.

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging to our school community
- Have opportunities to participate in decision making; this is evidenced in our school council and eco committee.
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed, this is shown through our family assemblies held every Friday morning to celebrate successes and achievements both in and out of school

- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect; in our outdoor space there is a quiet garden for reflection. Regular mindfulness sessions are held, giving an opportunity for calm
- Have access to the natural world; all classes enjoy our Forest School area where they can explore the natural world at their own pace
- Have access to appropriate support that meets their needs, this can be evidenced through our SEN policy and SEN information report documents
- 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

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, through the academic curriculum and extra-curricular activities that we offer.

Individual Pupil Approach

SEMH (Social, Emotional and Mental health) needs can become very acute very quickly and can present large barriers to learning. We believe it is our responsibility to educate the 'whole child' to ensure that all needs are met and not just academic learning is catered for. Our PSHE curriculum is taught through the Heartsmart programme. This considers all aspects of a pupil's wellbeing and understanding of themselves and others, supporting the development of their resilience, emotional health and building character.

External support is sought when necessary to support us when considering a child's mental health needs.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support our children's emotional health and wellbeing including:

The school nurse
Educational psychology services
Behaviour support (Through Perryfields Pupil Referral Unit)
Chadsgrove School Support Services
Paediatricians
CAMHS (Child adolescent and mental health service)
Counselling services
Early Intervention Family Support workers
Therapists

Engaging families and parents/carers

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

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Prepared by:	Julie Wilson	Date:	February 2023
Approved by:	Governing body	Next review date:	February 2024