Mental Health and Wellbeing Policy

Adopted by Governors

Committee/FGB	Date:	Review Date:
Learning & Attainment	Spring 2021	Spring 2024
Learning & Attainment	Spring 2024	Spring 2027

Principles

Policy adopted: Spring 2024
Review date: Spring 2027

'Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils.' MENTAL HEALTH AND BEHAVIOUR IN SCHOOLS (DfE, NOVEMBER 2018)

At Robin Hood Junior School we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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 responsibility and that we all have a role to play.

Aims

- To promote life skills across the curriculum so that pupils learn about mental, emotional, social and physical wellbeing
- To promote the good health, wellbeing and mental health of the whole school community
- To offer mental health support to pupils through sharing strategies to maintain positive mental wellbeing.

Practice

In everyday learning through the curriculum we:

- help children to better understand their emotions and feelings
- help children to feel comfortable sharing any concerns or worries
- help children socially in forming and maintaining relationships
- promote self-esteem and ensure children know that they are important
- encourage children to be comfortable in their individuality and identity
- help children to develop emotional resilience and to manage setbacks
- help pupils acquire the relevant knowledge and understanding of the human body and the social and emotional factors that influence health
- teach the importance of a healthy lifestyle that promotes good mental health
- Celebrate the diversity of the children in our school so that our pupils *have confidence in who they are*. For example - by celebrating different family dynamics, promoting positive body image and challenging gender stereotypes.

We also:

- Foster links between school, home and outside agencies to promote positive mental health
- Provide a range of support mechanisms appropriate to individual needs, both internal support and in partnership with external agencies

The SEND Code of Practice 2015 states that schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively. Staff should also be aware of the duties under the Equality Act 2010 recognising that some mental health issues will meet the definition of disability.

At Robin Hood Junior School, we have a mentally healthy environment where children:

- Are encouraged to have an open mind-set, so that they develop resilience, confidence in their identity and healthy self-esteem

- Have opportunities to participate in decision making, e.g. through their Class and School Councils
- Develop their sense of responsibility with help from the school behaviour system, the curriculum and the school ethos
- Have access to appropriate support if needed
- Are surrounded by adults who model positive and appropriate behaviour and interactions

Where staff:

- Have recognition of their work-life balance
- Feel valued and part of the decision-making process
- Know and value that mistakes are accepted and learned from
- Recognise and celebrate Success
- Are provided with opportunities for CPD
- Have access to 'in school' support
- Can access support and guidance at times of emotional need in both the short and long term from the Employee Assist Programme

Where parents and carers:

- Are recognised for their significant contribution to their children's mental health
- Are welcomed, included and work in partnership with the school and external agencies
- Can ask for support when needed and are signposted to appropriate agencies
- Are clear about their role, expectations and responsibilities in working in partnership with the school (home / school agreement, parent consultations)
- Know their opinions are sought, valued and responded to (including via questionnaires, focus groups, surveys)
- Hqve strengths and difficulties recognised, acknowledged and challenged appropriately

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and via the newsletters
- Inform parents of who to talk to if they have concerns about their child
- Make our Mental Health Policy easily accessible on the website
- Keep parents informed about the 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

The school will work with other agencies to support children's emotional health and wellbeing including but not limited to:

- The Early Help Team
- Children's First Contact Centre
- Educational Psychology Services
- Cognus support on behalf of the Local Authority
- CAMHS (child and adolescent mental health service)

Training

As a minimum, 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 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 appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Monitoring and Evaluation

The Wellbeing Team are responsible for leading on Mental Health. All class teachers will teach appropriate curriculum content and staff will be supported with appropriate training that equips them with the knowledge and understanding to deliver these lessons with sensitivity, with an awareness of age-appropriateness.

The Wellbeing Team will evaluate provision at least annually with the Head Teacher.

There is a Governor for Staff Wellbeing.

Governors will monitor this policy via the Learning & Attainment Committee and the School Development Plan.