



Manor Court Community Primary School Mental Health and Emotional Wellbeing policy

Date approved by Governing body: March 2024

Date to be reviewed: June 2026

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement:

Manor Court Community Primary School, offers a happy, safe and caring environment. We foster and nurture a unique family atmosphere to ensure all children and staff are valued as an individual. We are committed to supporting the emotional health and wellbeing of our pupils and staff.

Through our supporting and caring ethos we ensure all pupils and staff are treated with respect and kindness when discussing any areas of mental health. It is our aim for our pupils and staff to be aware and in control of their mental health to ensure that all have the chance happy and healthy mentally.

It is our belief as a school that all life experiences can have both a positive and negative effect on our mental health. We therefore offer all children and staff access to a range of additional emotional support strategies. We take the view that positive mental health is everybody's business and that we all have a role to play in ensuring this is the norm for all pupils and staff.

Positive mental health and wellbeing in Manor Court Community Primary is supported through principles defined in the simple acronym SOLE.

Self-esteem – We believe that mental health should be person (Child and staff) –centred and thus our ethos starts with the individual.

Often – We have a consistent and regular approach to talking about positive mental health and wellbeing.

Little – We believe that 'little and often' will encourage openness and transparency. If children and adults are struggling with their emotional health and wellbeing, or feel mentally well and secure, they will feel confident to share their feelings.

Everyone – Emotional health is everyone's concern and that everyone is entitled to this support whoever they are.

Aim of the policy:

At our school we:

- Help children to understand their emotions and feelings better.
- Help children to feel comfortable about sharing any concerns or worries.
- Help children socially to form and maintain positive relationships.
- Deal with and resolve conflict effectively and fairly.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different' if they desire.
- Help children to develop emotional resilience and manage setbacks.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

We promote a mentally healthy environment through:

- Promoting our school ASPIRE values (Ambition. Sincerity. Positivity. Integrity. Respect. Empathy) and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities on a regular basis to reflect on the principles of SOLE.
- Access to appropriate support that meets needs.
- Ensuring that a member of the Mental Health and Wellbeing team is always available at play and lunchtime to talk too.
- Providing a quiet and safe place for all children to spend lunch times, away from the playground.
- Providing individualised and group support for children based on the 'Nurture' principals.

We pursue our aims through:

- Universal, whole school approaches.
- Support for children going through recent difficulties or crisis including bereavement and parent divorce.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

We believe that if the principles are consistently applied across the whole school they can have a positive impact on:

- The cognitive development of children, their learning, motivation and self-esteem.
- Children wellbeing including happiness, a sense of purpose, connectedness with their peers, learning and with the school community.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health throughout life.
- The prevention and reduction of mental ill health such as depression, stress and anxiety.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.
- Improving school behaviour, including reduction in low level disruption, bullying, exclusions and absence.

Scope:

This policy should be read in conjunction with our medical policy and our SEND policy in cases where pupils mental health needs overlap with these.

Lead Members of staff and governor responsibility:

Whilst everyone has a responsibility to promote the mental health of children, staff with a specific, relevant remit include:

- Alan Clode – Deputy Head Teacher and Inclusion Leader/Designated Safeguard lead.

- Luke Talmage – Head Teacher and Deputy Designated Safeguard lead.
- Laura Gregory – Early Intervention Officer, Deputy Designated Safeguard lead, Mental Health First Aider and Senior Mental Health Lead.
- Jo Wilkins – PSHE and Mental Health and Emotional Wellbeing lead.
- Kirsty Guyett – Mental Health First Aider
- Sarah Burns – Children’s Wellbeing Council leader.
- Sue Wakeman – Vice Chair governor and SEN, Safeguarding and Mental Health and Emotional Wellbeing governor.

Teaching about Mental Health:

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our SCARF PSHE curriculum and SOLE sessions within the school.

The specific content of lessons will be determined by the specific needs of the children of the cohort we’re teaching but we will also use the guidance from SCARF to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support:

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

- Managing feelings resources e.g. worry boxes in each classroom.
- Circle time approaches or activities.
- Managing emotions resources.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and difficulties questionnaire
- Emotional literacy scales

Signposting:

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

Identifying needs and warning signs:

All staff will complete weekly behaviour and wellbeing logs aimed at identifying a range of possible difficulties including:

- Attendance.
- Punctuality.
- Relationships.
- Approach to learning.
- Physical indicators.
- Negative behaviour patterns.
- Family circumstances.
- Recent bereavement.
- Health indicators.

Staff may also become aware of warning signs which indicate a student 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 safeguard lead or one of the Deputy Designated safeguard leads or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating and sleeping habits.
- Becoming socially withdrawn.
- Changes in activity and mood.
- Talking or joking 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.

Working with parents:

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Share and allow parents to access sources of further support eg through parent forums.
- Ensure that all parents aware of who to talk to and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy accessible to parents.
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health 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:

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

- The school nurse.
- Educational psychology services.
- Behaviour support through pupil referral unit
- CAMHS
- Counselling services
- Family support workers.
- Therapists.

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 children 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 apparent that it is appropriate.