

# Mental Health and Well-Being Policy



Uffington  
Church of England  
Primary School

## Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

Named personnel with responsibility for Safeguarding in our school

**Headteacher: Mrs HR Simms**

**SENCO: Miss SM Waters**

**Senior Mental Health Lead: Mrs HR Simms**

**Designated Governor: Mrs S Cornish**

## Introduction

*“School can be a respite from difficult home lives”*

We at Uffington Church of England Primary School recognise the importance of good mental health amongst staff, pupils and families alike, and strive to put the mental and emotional well-being of all at the forefront of our ethos and learning within the school community, whilst removing the stigma associated with mental health problems.

## Mental Health Definition

The World Health Organisation defines mental health as being;

*“A state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.*

*Preparing for the Future; Living Life in all its Fullness*

## Aims

The purpose of this policy is to demonstrate how we at Uffington Church of England Primary School aim to promote positive mental health:

- How we aim to prevent mental health problems.
- How we identify and support children with mental health needs.
- How we will train and support all staff to understand mental health issues and identify early warning signs to help prevent or address mental health problems
- To provide key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

At Uffington Church of England Primary School we strive to give ***all members*** of the school community the right to work in a caring, supportive and nurturing environment, building resilience and self-esteem, whilst ensuring a positive attitude is displayed and prioritised at all times, while *always* promoting good mental health welfare. We accept that not everybody has the same capacity for dealing with life stresses, and will *always* strive to recognise warning signs at the earliest opportunity, and provide help and support, whether through the curriculum, targeted help, or identifying the appropriate agency that can help.

## A Whole School Approach

At Uffington Church of England Primary School we will:

- Create policies and an ethos that promotes excellent mental health resilience. These will be based upon information from questionnaires: for children in the EYFS – The Leuven Scale; for Key Stages 1 and 2 The Stirling Wellbeing Scale, and a staff survey.
- Help **all** to develop excellent social relationships where we support each other.
- Develop whole school emotional resilience through supporting and training staff to develop their skills, and in turn the skills of the children.
- For those times that support can be provided in school, we will provide staff and resources to assist. Referrals being made as appropriate to:
  - The Designated Mental Health Lead
  - The Senior Leadership Team
  - The Designated Safeguarding Lead
  - The SENCO

Families will also be reminded that the Rector of the Church of St Michael and All Angels, Uffington is always available to listen and offer support in challenging times.

## We will support staff and children through:

Campaigns and information-sharing Events

**Let's Talk** – intervention – designed to build emotional resilience, promote social communication, and to give children the language to recognise and deal with the emotions we all feel.

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**Lego Club** – A Lego based therapy promoting good communication, teamworking, turn taking, following instructions, and problem solving.

**Feelings Detectives** – a 12-week programme to help children with social communication and interaction difficulties, learning to recognise their own and the feelings of others, manage unhelpful thoughts and feelings, all the time helping children to develop coping strategies.

**The Feelings Artbook** – 48 activities promoting emotional literacy through drawing. Exploring the themes of self-esteem, emotions and empathy.

**Interventions** - based upon feedback from staff and children's questionnaires, existing school/staff records, and identified need, creating an individual mental health plan to help focus, and to measure the success of the intervention/support.

**Transitions** – To support children through any transitions to ensure stress free and smooth transitions, whether through the school, or from primary to secondary school.

**Creation of a webpage** - available to parents and carers, as well as all staff and governors defining availability of support available,

**Mental Health leaflets** – mental health leaflets to be available in both electronic and paper form – available to staff and parents/carers.

**Visible posters throughout the school** - to act as a signpost as to staff and children as to available help.

## **Implementation**

*All staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health.*

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Work together to agree a Pastoral Support Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

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- Work with specialist services to get swift access to the right ongoing specialist support and treatment.

### **ENSURE ALL RECORDS ARE KEPT STRICTLY CONFIDENTIALLY**

#### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Senior Mental Health Lead and the Headteacher, who report to the Governors about the effectiveness of the policy on request. This policy will be reviewed on an annual basis.

Policy created	September 2022
Ratified by the Governing Body	October 2022
Reviewed by the Curriculum and Standards Committee	November 2023
Next Review	October 2024