



The Federation of the Church Schools of
Shalfleet and Freshwater & Yarmouth

Together for a Brighter Future

POSITIVE MENTAL HEALTH POLICY

Approved by	CW
Portfolio	Inclusion
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Policy Type	Non Statutory
Ratified/FGM Date	

Signed: _____ **Date:** _____

Our policy is founded on the belief that children have the right to learn and teachers have the right to teach.

The Policy follows the DfE's guidance on 'Mental Health and Wellbeing Provision in Schools'.

Policy Statement

Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.
(World health Organisation)

The Federation of Shalfleet & Freshwater & Yarmouth C.E. Primary school, offers a happy, safe and caring environment. We have a unique family atmosphere where everyone is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities. As church schools, we develop a knowledge and understanding of Christianity and foster a respect for other people and their beliefs.

Our schools actively promote positive mental health for every member of our staff and pupil body, recognising and responding to mental ill health.

Aim

That children in our schools will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

To begin to explore mental health we must first understand what we mean by the term 'mental health'. YoungMinds define mental health in young people as:

'The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and to make the most of our abilities and opportunities'

Often when we talk about mental health, people immediately think of the negative aspects of certain mental health disorders, such as depression or self-harm. But just like physical health, people can have good mental health or have problems that they need help to overcome.

The Mental Health Continuum



Mental Health is often described as a continuum. We are all at different places on that continuum at any given time, depending on our lives and what might be happening for us. We may move up and down from day to day, week to week, or even year to year.

We recognise that some people are better able to stick to the positive end of the continuum than others.

Emotional health and wellbeing are the motional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing are embedded in social relations built upon social skills that are developed from birth (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our schools?

- The ability to recognise, acknowledge and manage feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long-lasting relationships
- The ability to take responsibility for themselves and make practical decisions

We want our children to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others for themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm, optimistic states that support the achievement of goals
- Recover from setbacks and persist in the face of the difficulties
- Work and play cooperatively
- Compete fairly and win or 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.

Rationale

The emotional health and wellbeing of all members of our Federation is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of happy, healthy schools, where all learning can flourish. When a school promotes positive emotional health and wellbeing, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

Principles

Below sets out key actions that our Federation takes to embed the whole school approach to emotional health and mental wellbeing. Here are the 9 core principles

- Management and leadership
- The Federation Conscious Community ethos
- Curriculum, teaching and learning
- Student voice (our Junior Leadership Team)
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If these 9 principles are consistently and comprehensively applied across the whole Federation they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress
- Improving school behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and wellbeing through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and wellbeing for children. This complements and reflects the overall aims and philosophy of our schools. Our approach includes:

- Class codes of conduct
- Zones of Regulation
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our dojo point system
- Positive Growth Mindset
- Setting appropriately challenging tasks
- Providing a forum for listening and talking via Parent Forum
- Providing interventions which support the development of positive mental health through ELSA
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

Our Federation places an emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: Respect, Resilience and Relationships.

We see parental involvement as a vital part of emotional well being. Regular opportunities exist to promote partnership with parents including:

- Welcome meeting in September – a chance to meet the staff, find out about the school and routines and curriculum in each class.
- Parent meetings in Autumn and Spring (virtually or via the phone if necessary)
- Annual parental questionnaires sent out by Parent Governors, to help us build on what we do best and identify areas for improvement

- Termly days where parents/carers/grandparents are invited to come and work with the class
- Inviting parents to Christmas Nativities, Carol Services, Easter Services and End of Year Services
- Regular updates on class dojo accounts and Tapestry in Early Years

Inclusion

All curriculum policies refer to inclusion which is key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities Policy. These needs include specific policies for children with SEND. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth C.E. Primary Schools. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and wellbeing
- Liaising with appropriate agencies to enlist advice and/or support
- ELSA sessions for those children who have been identified as needing additional support with their emotional, mental health or wellbeing
- Staff specifically training in Mental Health First Aid for Children

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and wellbeing. Alongside our policies are a range of practices to promote positive mental health:

- A Junior Leadership Team with elected membership from Reception – Year 6
- Achievement assemblies
- A whole school system of rewards for individuals
- Everyone being a champion of the Conscious Community

Where appropriate, our Inclusion Team may become involved to support a child experiencing emotional, mental health and/or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and ethos of Shalfleet and Freshwater & Yarmouth C.E. Primary Schools. We believe that well-supported, valued staff with a clear and shared purpose are best placed to provide emotional wellbeing for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have a named Governor for health and wellbeing and a wellbeing sub-committee which meets to implement and monitor the procedures for supporting emotional wellbeing with our school. In addition to this we have several members who have completed the Mental Health First Aid training for Adults.

Monitoring and evaluation

Provision across the school is monitored by the Headteacher and the health and wellbeing committee.

The Headteacher together with members of the health and wellbeing committee will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. They will also signpost members of staff to professional organisations where they may seek further support. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.