



Mental Health and Wellbeing Policy

Reviewed:	December 2020
Approved:	March 2021
Co-ordinator:	Mrs A Kenyon

1. Policy Statement

At Ryhill Junior, Infant and Nursery School, we are committed to supporting the emotional health and wellbeing of our school community, including pupils, staff and parents. 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 business and that we all have a role to play.

At our School we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values 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 to reflect
- Access to appropriate support that meets their needs

We offer different levels of support:

Universal Support – To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all.

Additional support – For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support – For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

2. Scope

This policy should be read in conjunction with our SEND policy in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE & RSE. It should also sit alongside child protection procedures.

3. Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Mrs Aimi Kenyon – Mental Health and Wellbeing Lead / Pastoral Lead/ Deputy DSL
- Mrs Laura Duffy – SENDCo
- Mrs Xanthe Shuttler – Learning Mentor
- Mrs Pauline Pollard - Lead Governor for Mental Health and Wellbeing

4. Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE and RSE curriculum (Coram SCARF) alongside our wider curriculum including science and SMSC. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

5. Targeted Support

At Ryhill we offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Primary Practitioner support (through Future in Minds)
- Managing feelings resources e.g. 'worry bins'
- Managing emotions resources
- Learning Mentor support groups and 1:1 work
- 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:

- Questionnaires
- Wakefield Risk and Resilience framework
- Pupil Voice surveys
- Rising Stars Wellbeing and Attitudes to Learning profiling tool

5. Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. This information will be displayed clearly in school and also have a dedicated page on the school website. The Class Dojo page will also be used to signpost and update parents and carers on a regular basis. In addition to this, a termly Wellbeing Newsletter will be sent to parents.

6. Identifying needs and warning signs

All KS2 pupils will complete termly wellbeing surveys through the Rising Stars Wellbeing and Attitudes Learning Profile.

This profiling tool enables teachers to better support the wellbeing and academic development of their pupils by helping us to assess where their pupils are at in relation to **four key areas of pupil wellbeing**:

- Positivity
- Self-efficacy
- Motivation
- Resilience and Persistence

Once pupils have completed the surveys, teachers will generate reports and implement follow-up strategies for the whole class, groups and individuals based on the results. We will complete the survey termly to allow for effective monitoring of progress over time and to monitor the impact of the selected strategies.

7. 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 and through Class Dojo
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily 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.
- Send home a termly wellbeing newsletter informing parents of what work and learning has been happening in school around mental health and wellbeing.

8. 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
- Local Help Hub
- Paediatricians
- Primary Practitioner/CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

9. 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 performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.