



# Danson Primary School

## **Mental Health and Wellbeing Policy**

## Why mental health and emotional well-being is important:

At Danson Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The most recent survey of the mental health of children and young people in England found that 12.5% of 5 to 19 year olds had at least one mental disorder when assessed (2019 Gov.uk).

The Department for Education (DfE) recognises that "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy." Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing.

Our role at Danson is to ensure that children are able to manage times of change and stress and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go and get support.

Our aim is to help build resilience to mental health problems and to be a school where:

- All children are valued.
- All children follow our school values and golden rules.
- Children feel able to talk openly with trusted adults about their problems.
- Positive mental health is promoted and valued
- In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Links to other policies This policy links to our policies on Safeguarding, Anti-Bullying, SEND and Equalities, Staff Wellbeing & Children's Wellbeing. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

### **Ethos**

At Danson, it is our vision that all children are entitled to be the very best that they can be. We wish for all children to develop to their fullest potential academically, socially, emotionally and into healthy young people, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

*"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."* (World Health Organisation 2014)

Following Covid 19, we, at Danson recognise that the children will have experienced many losses including:

- Loss of routine
- Loss of structure
- Loss of friendship
- Loss of opportunity
- Loss of freedom

We also recognise that some children will have experienced tragedy. We aim to help any child who needs support by being proactive and using practical, relevant and effective mental health procedures which promote a safe and stable environment for children affected both directly and indirectly by mental health. This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors.

Two key elements to support good mental health are:

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing, Danson Primary School aims to:

- To develop a whole school approach for both pupils and staff.
- To work together with families.
- To provide a holistic and multi-agency approach that is identified in the children's individual SEN Support Plans.

### **Staff roles and responsibilities**

We believe that all staff have a responsibility to promote positive mental health and to understand protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Throughout the school we have Mental Health First Aiders who are from the teaching and non-teaching staff body.

- Our School has developed a range of strategies and approaches including:
- Campaigns and assemblies to raise awareness of mental health.
- Zones of regulation
- Mentoring or other interventions with a trusted adult where required
- Welcome days and transition events
- Referrals to other agencies where needed
- Activities during Mental Health Awareness week
- Activities during Anti-Bullying week.
- Feelings check-in
- Relevant/ helpful information sent to parents
- Wellbeing page on the school website
- Transition programme to secondary schools for Year 6 children to support their smooth transition into secondary school.
- Mental Health and Wellbeing Lead
- Qualified Mental Health First Aiders
- Transitional objects for pupils who find changing year groups tricky
- Liaising with the DSL/FLO to identify any themes that could be addressed in PHSE
- Adults supporting pupils to label their feeling to enable them to become more emotionally literate.

Class Activities: -We need to look at what we currently do and what we can add to this

At Danson each classroom will have a 'feelings' area which will have a range of resources such as books to support class-based activities. These include:

- Worry boxes where children can anonymously share worries or concerns in class
- Zones of regulation display
- Praise postcards
- Mindfulness calendar

Our school promotes an anti-bullying culture through:

- A strong school ethos of tolerance and respect, including celebration of difference
- Anti-Bullying Ambassadors
- Our School Values
- A restorative justice approach and 'Putting it right' forms
- Clear policy and procedures

- Behaviour 'Thermometer' system
- Assemblies
- PHSE lessons
- Special events (e.g. Children's Mental Health Week, Anti-Bullying Week, Safer Internet Day)
- Praise and rewards (e.g. house points)
- Regular check-ins with children
- Worry boxes in every classroom

The school promotes and strengthens pupil voice through:

- Wellbeing check ins throughout the day
- A democratic process for the election of School Council representatives, House Captains and Pupil Leadership Group
- Anti-Bullying Ambassadors
- Regular School Council and House Captain meetings
- Timetabled slots for School Council representatives to feedback to their classmates
- Pupil involvement in the staff recruitment process
- Our standards monitoring system
- Involvement in assemblies
- Pupil Surveys
- Involvement in policy review

Danson Primary School has an open-door policy and promotes the involvement of parents and carers in the life and learning of the school. We encourage regular communication and involvement in pupil progress, behaviour and pastoral issues.

We do this through:

- Consultation about change and development through questionnaires and meetings
- Parent Consultation meetings
- Information Afternoons
- Open Afternoons
- Newsletters
- Termly circulars
- Parent workshops
- Themed days/weeks
- Parent volunteers
- Involvement in school trips and extracurricular activities

The school enhances pupil motivation and learning, including self-esteem and personal development, through:

- Consistent support for vulnerable children and those with SEN from teachers, teaching assistants and other agencies where appropriate
- A range of challenging opportunities for higher ability pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical, emotional and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Rewards and praise (e.g. Achievement Assembly, Celebration Assemblies, Attendance awards, values Awards, House Points)
- Half termly wellbeing weeks (book focus with links to school values)
- An enquiry-based foundation curriculum
- Our PSHE and RSE curriculums
- Opportunities for pupil leadership through the Pupil Leadership Group, School Councils, House Captains and Anti Bullying Ambassadors and Play Leaders.
- An emphasis on praise and reward

- Opportunities for reflection and spiritual development through art, literature, PSHE and the RE curriculum

### **Teaching about mental health and emotional wellbeing**

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health.

#### **EYFS & Key Stage 1 children learn:**

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- To recognise when they might need help with feelings and how to ask for help if they need to.
- To motivate themselves and persevere.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To recognise what makes them special and understand that everyone has different strengths.
  - How to respond safely to adults they don't know.
- What their family members, or people that are special to them, do to make them feel loved and cared for.
- A variety of texts are available across year groups.

#### **Key Stage 2 children learn:**

- What positively and negatively affects their mental and emotional health (including physical activity). How family and friends communicate together.
- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to treat each other with respect.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying).
- About the importance of talking to someone and how to get help.
- What positively and negatively affects their mental and emotional health (including physical activity).
- How family and friends communicate together.
- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to treat each other with respect.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying).
- About the importance of talking to someone and how to get help.
- A variety of texts are available across year groups.

### **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. Identifying needs and Warning Signs As part of our assessment and tracking systems, we will monitor pupils to help us to identify children/ families who may need further support. These indicators include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns Family circumstances

- Recent bereavement
- Health indicators

School 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 Child Protection and Safeguarding Officer, the Mental Health/ Wellbeing Lead or the SENCO as appropriate.

Possible warning signs include:

- Changes in eating / 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
- Ensure that all parents are aware of who to talk to and how to get about this, if they have concerns about their child.
- Make our Mental Health & Wellbeing 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.

### **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:

- Educational Psychology services
- CAMHS (Child and Adolescent Mental Health Service)
- Trauma Informed Schools
- Counselling services
- Therapists
- EIT
- SEMH Support Worker
- Public Health Advisor for Children and Young People
- School Nurse

## **Where to get information and support**

For support on specific mental health needs:

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) [www.selfharm.co.uk](http://www.selfharm.co.uk) Suicidal thoughts  
Prevention of young suicide UK – POPYRUS: [www.papyrus\\_uk.org](http://www.papyrus_uk.org)

Hub of Hope - <https://hubofhope.co.uk/>

Anna Freud National Centre for Children & Families - <https://www.annafreud.org/>

For general information and support:

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems

[www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

## **Public Information**

Copies of this policy will be available to the public from the School Office.

Date agreed: June 2023

Next Review: June 2024

Head Teacher: L Casey

Chair Of Governors: M Egelton