



Defford-cum-Besford Church of England
First School

"Through Faith, Friendship and Fun we Learn and Grow"

Pupil Mental Health and Wellbeing Policy

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1.Aims

All pupils in our school have the right to be educated in an environment that supports and promotes positive mental health. All adults that work with our pupils have the right to work in an environment that supports and promotes positive mental health too. We have a separate Staff mental health and wellbeing policy to support the needs of staff working at the school.

Our vision to provide a wonderful environment for all of our pupils. We believe that "Through Faith, Friendship and Fun we Learn and Grow." Children cannot learn effectively if they are suffering with challenges to their mental health.

The SEND (Special Educational Needs and Disabilities) Code of Practice published Special Educational Need categories to incorporate mental health, thus highlighting its significance as a barrier to educational progress. The SEND code of practice breaks SEN into four broad areas. In practice, individual children or young people often have needs that cut across all of these areas and their needs may change over time. The four areas are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Mental health can affect any pupil directly or indirectly and the effects can be long or short term. The aim of this policy is to recognise and illustrate how these needs are supported at Defford-cum-Besford CE First School.

2.Objectives

To achieve our aims we strive to meet all of the below objectives:

- To have an inclusive whole-school approach to good mental health, evident in every classroom, every day.
- Positive relationships are fundamental to good mental health practice in school.
- We work to ensure pupils have good relationships with themselves, with others and with their learning.
- To assess and identify individual mental health needs of our pupils

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- To engage with parents and families to work together where mental health needs effect individual pupils, or where mental health needs are prevalent within the immediate or wider family
- To work in partnership with outside agencies if necessary, to gain the best possible outcomes for our pupils and families

3. Whole School Approach

Defford-cum-Besford CE First School offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community. This has been created through clear staff roles, specialist training for core staff and raising whole staff awareness and understanding. We aim to allow all pupils to feel safe, secure and able to achieve and experience success and well-being.

A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community. Healthy relationships underpin positive mental health and have a significant impact. Our learning attitudes (learning maples) reflect our commitment to promoting a positive mental attitude.

All school staff act as role models in terms of wellbeing and emotional literacy – displaying characteristics such as empathy and self-control.

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging to our school community
- Have opportunities to participate in decision making, this is evidenced in our school council and eco committee
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed, this is shown through our family assemblies held every Friday morning to celebrate successes and achievements both in and out of school
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs, this can be evidenced through our SEN policy and SEN information report documents
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health

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- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the academic curriculum and extra-curricular activities that we offer.

4. Individual Pupil Approach

SEMH (Social, Emotional and Mental health) needs can become very acute very quickly and can present large barriers to learning. We believe it is our responsibility to educate the 'whole child' to ensure that all needs are met and not just academic learning is catered for. Our PSHE curriculum is taught supported by Jigsaw PSHE and this considers all aspects of a pupil's well-being and understanding of themselves and others.

External support is sought when necessary to support us when considering a child's mental health needs.

Our nurture room is a fantastic resource for our pupils where they can engage in activities outside of the classroom in a relaxing and calm environment. Our nurture room is accessible for all of our pupils in school.

5. Engaging families and parents/carers

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

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