

**Mental Health and Wellbeing Policy**

**Edenthorpe Hall Primary Academy: Curriculum Rationale**

**We inspire, believe, challenge and achieve**

**Respect, Resilience, Aspiration, Honesty, Enjoyment**

Our vision statement and five core values are at the heart of our school. We truly believe that all children regardless of any disadvantage they may encounter will be inspired, believed in, challenged and as a result will achieve their full potential. We ensure this by having a broad and balanced curriculum that is knowledge-rich. Our curriculum will inspire children to be aspirational and it will promote engagement and enjoyment through the rich enrichment opportunities that go beyond the academic. At Edenthorpe Hall, we also ensure that children develop their character including respect, resilience and honesty so that they move to the next stage of their education as responsible citizens of the future who contribute positively to society.

**Edenthorpe Hall Primary Academy: Mental Health and Wellbeing Rationale**

At Edenthorpe Hall Primary Academy, 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. All children go through ups and downs during their school career and some face significant life events.

The Mental Health Foundation states that ‘The last survey, conducted in 2004, found that 1 in 10 children aged 5 – 15 had a mental health disorder (either emotionally, behaviourally, hyperactive, or other).’ This shows that children who have a diagnosable mental health condition need support as mental health can have an enormous impact on quality of life, relationships and academic achievement. In many cases, it is life limiting.

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 and can help build a sense of belonging and community.

Our role in school 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, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

**How we will achieve this: Implementation**

**How is Mental Health and Wellbeing taught at Edenthorpe Hall?**

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

* PHSCE programme ***Jigsaw*** is used across school. Through this we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. It also covers healthy relationships and staying safe – including online safety. **See Appendix A (MH/WB reference document) for details of coverage**
* Where possible mental Health and Wellbeing is taught throughout other curriculum areas e.g. during reading or story time where characters thoughts, feelings and actions are carefully discussed, in history events from the past are discussed in terms of the effects and consequences on lives
* Our positive behaviour policy promotes mental health and wellbeing though mechanisms and celebratory systems, e.g. positive feedback, Dojo reward system and values certificates. Children can be praised for certain duties, tasks or things they have done and have them celebrated in class
* Circle times are used as responsive lessons to discuss issues that may have arisen
* Restorative conversations are used to support children to reflect on issues or incidents that may have occurred
* Thrive sessions take place for children identified through assessments
* Nurture and friendship group interventions take place for groups requiring intervention
* Academy counselling sessions are offered to referred children
* Children are taught how to cope with stress before SATs tests and prior to transition
* Extra transition is put in place for vulnerable children
* Regular check ins with identified children
* Responsibilities and duties given to children who find unstructured times (eg. break times) a challenge

**Identifying, referring and supporting children with mental health needs**

**Our approach:**

* Provide a safe environment to enable children to express themselves and be listened to.
* Ensure the welfare and safety of children are paramount.
* Identify appropriate support for children based on their needs.
* Involve parents and carers when their child needs support.
* Involve children in the care and support they have.
* Monitor, review and evaluate the support with children and keep parents and carers updated.

**Early Identification**

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

* SDQ (Social Difficulty Questionnaires)
* Astrea pupils feelings and emotions survey
* Analysing behaviour, exclusions, time out of class, attendance
* Using Leuven scales to identify children in EYFS who need support.
* Staff report concerns about individual children to the relevant lead persons.
* Pupil Progress Review meetings termly
* Regular meetings for staff to raise concerns.
* A parental information discussion meeting on entry to the School.
* Gathering information from a previous school at transfer
* Enabling children to raise concerns to any member of staff
* Enabling parents and carers to raise concerns to any member of staff

If there is a concern that a pupil is in danger of immediate harm then the School’s child protection procedures are followed. If there is a medical emergency then the School’s procedures for medical emergencies are followed.

**Disclosures by children and confidentiality**

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or Safeguarding leads and recorded in order to provide appropriate support to the child.

**Vision for our children: Impact**

* **Confident**
* **Articulate**
* **Aspirational**
* **Honest**
* **Respectful**
* **Resilient**
* **Well-rounded**
* **Curious**
* **Ready for their next stage**
* **Passionate and positive about mental Health and wellbeing**
* **Emotionally Literate**



* **Question**
* **Stand up for their beliefs**
* **Believe in themselves**
* **Communicate effectively**
* **Be successful citizens of the future**
* **Express a range of emotions appropriately**
* **Understand and manage their own feelings and emotions**
* **Show empathy and compassion towards others**
* **make and maintain positive relationships with others**
* **Cope with the stresses of everyday life.**
* **manage times of stress and be able to deal with change.**
* **learn and achieve.**
* **A love of learning**
* **A thirst for knowledge**
* **The ability to self-regulate**
* **Resilience to manage stresses in every day life**
* **Aspirations and ambitions**
* **A secure understanding of their own and other’s feelings**
* **The necessary tools to manage their own Mental Health and Wellbeing**
* **The confidence to ask for help in times of crisis**