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**Mental Health and Emotional Wellbeing Policy**

The Staff and Governors of Darley and Summerbridge Primary School Federation consider the emotional health and wellbeing of all children and staff as being extremely important in our modern-day world.

Our school values and aims provide a caring and supportive ethos for all members of our school community, where each individual and contribution is valued. Our school ethos of “Keep me safe, make me happy, help me learn” puts safety and wellbeing at the forefront of all that we do, as we understand that without these vital conditions in place, children’s ability to learn and progress is significantly impacted.

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 responsibility and that we all have a role to play within our whole school family.

**Aims**

At Darley and Summerbridge Primary School Federation we will:

* support children and adults to understand and talk about their emotions and feelings
* encourage children and adults to feel comfortable and able in sharing any concerns or worries they may have
* help children and adults to develop emotional resilience and to manage challenging situations that arise
* help children and adults to form and maintain appropriate relationships with others
* promote confidence and self-esteem
* teach children and adults that their views and thoughts are important and valued

Our federation promotes a mentally healthy environment through:

* promoting our federation vision, values and aims, (specifically, ‘Keep me safe, make me happy, help me learn’)
* encouraging a sense of belonging to our whole school family.
* promoting pupil voice and opportunities to participate in decision-making
* celebrating and valuing academic and non-academic achievements
* providing opportunities to develop a sense of worth through taking responsibility for themselves and others
* providing opportunities to reflect and learn from experiences.
* access to appropriate support that meets their needs when appropriate

These aims will be achieved through:

* our whole school agreed approaches to supporting each other
* following our home-school agreement
* making use of and adhering to the school’s mental health and wellbeing provision map
* providing support for pupils going through recent difficulties e.g. bereavement, parental separation, etc.
* accessing specialised, targeted approaches aimed at pupils with more complex or long- term difficulties e.g. attachment disorder

**Links to other areas of school**

This policy should be read in conjunction with the school’s Child Protection Policy and SEND policy in cases where pupils mental health needs are supported in addition to other needs. This policy should also be read in conjunction with our school’s Behaviour and Anti-bullying policy.

**Responsibility**

All members of staff have a responsibility to promote the mental health of our children and staff. In addition, the following staff take a lead in monitoring, promoting and planning provision:

Mr Nick Coates - Designated Child Protection and Safeguarding Lead

Mr Peter Corner and Mr Andy Howarth – Deputy DSL

Mrs Kate Milne – DSL (Early Years) and Safeguarding governor

Mrs Sarah Robson and Mrs Vicky Pigg – Deputy DSL (Early Years)

**Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school, via the school mental health and wellbeing provision map, and how to access further support. A designated Mental Health and Wellbeing page on the school website will be kept up to date to signpost staff, parents and pupils towards relevant agencies and organisations who can offer support.

**Identifying children’s needs and warning signs**

Children are discussed by school staff at regular intervals in staff meetings and during assessment tracking. Any concerns, changes of behaviour or queries about individuals are discussed as a staff team, including the designated safeguarding lead. 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 Lead as appropriate.

Possible warning signs may include (but are not limited to):

* 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

Our school will make use of resources to assess and track wellbeing as appropriate including:

* Informal pupil interviews/reviews
* Using Compass Phoenix/Young Minds/Place2Be/ELSA resources
* Use of Boxall Profile and SNAP Assessment tools to profile social, emotional and mental health difficulties and plan provision
* Formal assessment audits as guided by support agencies

**Staff Wellbeing**

Staff wellbeing is promoted through regular opportunities to review workload and approaches to working within our school, as well as through completing anonymous staff questionnaires. Half termly wellbeing events are offered to all staff and may include activities such as walks in nature, craft activities, or social events. Attendance is not compulsory, but all staff are welcomed to join. Staff are encouraged to be members of unions to access further external support and advice around their mental health and wellbeing. Links to staff support agencies can be found on the mental health page of the school website. When available, staff meeting time is used for staff to complete continuing professional development courses which focus on their own, as well as others’, mental health and wellbeing.

**Working with Parents**

Our school will:

* Continue to prioritise mental health and emotional wellbeing for all
* Highlight sources of information and support about mental health and emotional wellbeing and share these with parents via our school website
* 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 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 PSHCE via the curriculum content posted on our school website.
* Acknowledge and celebrate themed days and weeks such as World Mental Health Day and Children’s Mental Health Week, including activities to promote mental health and wellbeing, and opportunities to fundraise for mental health charities and organisations.

**Working with outside agencies**

As part of our targeted provision, the school will work with other agencies to support children’s emotional health and wellbeing including:

The NYCC Early Help team to access:

* The school nursing service
* Counselling services
* Family support workers
* Behaviour support

The NHS to access:

* CAMHS (Child and Adolescent Mental Health Service)
* Paediatricians
* Further therapy as guided by professionals

The SEND Hubs to access:

* Specialist teaching support for pupils experiencing social, emotional and mental health difficulties

**Staff Training and Support**

School staff have already received Mental Health and Wellbeing training provided by Compass Phoenix. One member of staff is a trained counsellor for bereavement. One member of staff has completed Designated Senior Mental Health Lead training. All staff and Governors complete regular Child Protection and Safeguarding training to ensure our children’s safety and wellbeing. Staff wellbeing is reviewed during individual Performance Management review meetings annually.

**Monitoring**

This policy will be kept in the school office

This policy will be reviewed every two years by the Federated Governing Body of both Darley  & Summerbridge Primary Schools.

ShapeSigned Chair of Governors 

Signed Headteacher



Shape

Date adopted by Governing Body 18th October 2023

Reviewed: 18/10/23

Review due: 17.10.25