BEAL VALE PRIMARY SCHOOL

Learning is for Life, Enjoy the Journey!

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Mental Health and Wellbeing Policy

Statement of General Aims of the School

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

Our school motto is:
Learning is for Life, Enjoy the Journey!

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all. We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the "whole child". Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

Rational

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. The aim of the Oldham Whole School and College Emotional Health and Mental Wellbeing Framework is to promote social, emotional and mental wellbeing across all Oldham schools and colleges, tackling mental health problems of pupils with more serious difficulties and provide guidance to commission safe and effective emotional health and mental wellbeing interventions or services.

It is important that schools and colleges have an awareness of the extent and nature of mental health problems in children and young people:

- One in 10 children have a diagnosable mental health disorder – that's roughly three children in every classroom.
- One in five young adults have a diagnosable mental health disorder.
- Half of all mental health problems manifest by the age of 14, with 75% by age 24.
- Almost one in four children and young people show some evidence of mental ill health (including anxiety and depression).

- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age.
- One in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

Beal Vale Primary School promotes a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

The Oldham Whole School and College Approach to Emotional Health and Mental Wellbeing has been developed to provide schools and colleges with practical guidance to develop knowledge and skills, develop mental health and wellbeing of pupils, prevent minor problems from escalating into more serious long-term issues and intervene earlier through a whole school approach recognising that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

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The Oldham Whole School Emotional and Health and Mental Wellbeing Framework is based on an 8 step approach.
1. Management and Leadership
2. The School ethos and environment
3. Curriculum, teaching and learning
4. Student voice
5. Staff development, health and wellbeing
6. Identifying need and monitoring impact
7. Working with parents and carers
8. Coordinated support

Aims – General

- Happier and more motivated pupils and staff who get more out of life Teaching and Learning
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning Behaviour and Attendance
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying

Staff Confidence and Development

- ➢ Improved morale
- ➢ Lower absenteeism
- ➢ Better recruitment level
- ➢ Positive and effective relationships with pupils

The school promotes and provides a range of services to pupils:

- ➢ School council to act as role models.
- ➢ Peer to Peer mentoring programme
- ➢ Pastoral team including a dedicated school based learning mentor
- ➢ Co-ordinated support from a range of external organisations
- ➢ Welcome days and transition events
- ➢ Counselling service for pupils from 'Off the Record'

The school promotes an anti-bullying culture through:

- ➢ A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- ➢ High profile of anti-bullying procedures and policy through corporate posters, assemblies and events such as national anti-bullying week
- ➢ Active listeners, including assistants and adults other than school staff to whom the children may turn

The school promotes and strengthens the pupil voice through:

- ➢ A democratic process for the election of school council representatives
- ➢ Meeting time for members of the school council
- ➢ Dedicated time and support for school peer to peer
- ➢ Involving pupils in interviews for members of staff
- ➢ Consulting pupils about change
- ➢ Child voice questionnaires and discussions

The school promotes the involvement of parents and carers in the life and learning of the school through:

- ➢ Parent questionnaires
- ➢ Regular consultation about change and development through questionnaires and special meetings
- ➢ Subject Focus evenings, performances, class assemblies and school performances
- ➢ Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- ➢ Enhancing school and classroom layout; facilities and resources
- ➢ Recognising the background of individual pupils and their physical, social and emotional needs
- ➢ Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- ➢ Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- ➢ Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- ➢ A range of challenging opportunities for gifted and talented pupils
- ➢ An exciting and varied range of extra-curricular events and trips
- ➢ A balanced curriculum with opportunities for intellectual, physical and expressive development
- ➢ Recognising a range of learning styles
- ➢ Encouraging independence in learning
- ➢ Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity

The school enhances pupil self-esteem and personal development through:

- ➢ A strong curriculum which includes Citizenship and PSHE
- ➢ Information, advice and guidance on sex and relationships and drugs
- ➢ Opportunities for pupil leadership through school council, class librarian, house captains and peer to peer mentoring system.
- ➢ An emphasis on praise and reward
- ➢ Opportunities for reflection and spiritual development through art, literature, RE, Building Learning Power and music.
- ➢

The school enhances staff motivation, learning and professional development in a range of ways including Curricular planning time within the school week, whole school training events, including Safeguarding, and access to appropriate external training. We involve all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on. Provision is made for non-contact time to allow for planning, delivery and evaluation of healthy school activities consultation on training and support needs through regular review.

Roles and Responsibility

The promotion of mental health and wellbeing and raising the achievement of all pupils is the responsibility of the whole school staff and governors.

The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.

Governors have a dedicated governor for mental health and wellbeing. The Governing body support the Oldham MHEW framework and will assess and monitor its impact.

Staff are expected to know what their responsibilities are in ensuring policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.

Pupils will be made aware of how the mental health and wellbeing policy applies to them as part of the school aims, values and in the curriculum.

Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring/Review

The Governors are committed to reviewing the impact of the mental health and wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- ➢ Motivation
- ➢ Self esteem
- ➢ Behaviour
- ➢ Anti-bullying
- ➢ Anti-racism
- ➢ Anti-hate
- ➢ Anti-sexism
- ➢ Anti-homophobia
- ➢ Attendance
- ➢ Attainment
- ➢ Teaching

NICE guidance recommends that primary education providers a range of interventions that have been proven to be effective, according to the child's needs.

Provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems.

Identify and assess, in line with early help assessments, children who are showing early signs of anxiety, emotional distress or behavioural problems.

Schools or colleges and local authority children's services should work closely with child and adolescent mental health and other services to develop and agree local protocols. These should support a 'graduated response' to preventing and managing mental health problems (as defined in NICE clinical guideline 28 on depression in children and young people).

The protocols should cover assessment, referral and a definition of the role of schools and other agencies in delivering different interventions, taking into account local capacity and service configuration.

Discuss options for tackling these problems with the child and their parents or carers. Agree an action plan as the first stage of a 'graduated response.

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, eg class discussions, Building Learning Power, play, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

Other Policies

The Mental Health and Wellbeing Policy is also relevant to but not excluding other policies.

Health and Safety Policy	Child Protection and safeguarding policy
Behaviour Policy	Data Protection Act
SEND Policy	The Home-School Agreement
Equal Opportunities Policy	Foundation Stage Policy
Anti-bullying Policy	Managing pressure and reducing stress in the workplace Policy