



**ALL SOULS'  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**

**Mental Health and  
Wellbeing policy**

Reviewed: Sept 2021  
Next Review Date: Sept 2022

All Souls' Church of England Primary School

## **MENTAL HEALTH AND WELLBEING POLICY**

'Individually we are wonderfully made, together we are God's masterpiece'

### **Policy Statement**

At All Souls' CEP school, we strive to ensure that all children are entitled to develop to their fullest potential-academically, socially and emotionally. We strive to enable all children to have healthy minds and to be able to grow in confidence to ensure they can participate fully with everything in the wider community as they grow.

It is widely recognised that a child's emotional wellbeing influences their cognitive development and learning as well as their physical, social and emotional health as they move into adulthood. The Department for Education recognises that in order for pupils to succeed; schools have a role to play in supporting them to be resilient and mentally healthy.

***“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 Organization 2014)

At our school, we aim to promote positive mental wellbeing for all members of our school community. This aim will be pursued by whole school approaches and targeted approaches aimed at specific, vulnerable individuals and families.

### **Ethos**

All Souls' CEP aims to support and teach skills to increase the whole community's awareness of mental health and wellbeing.

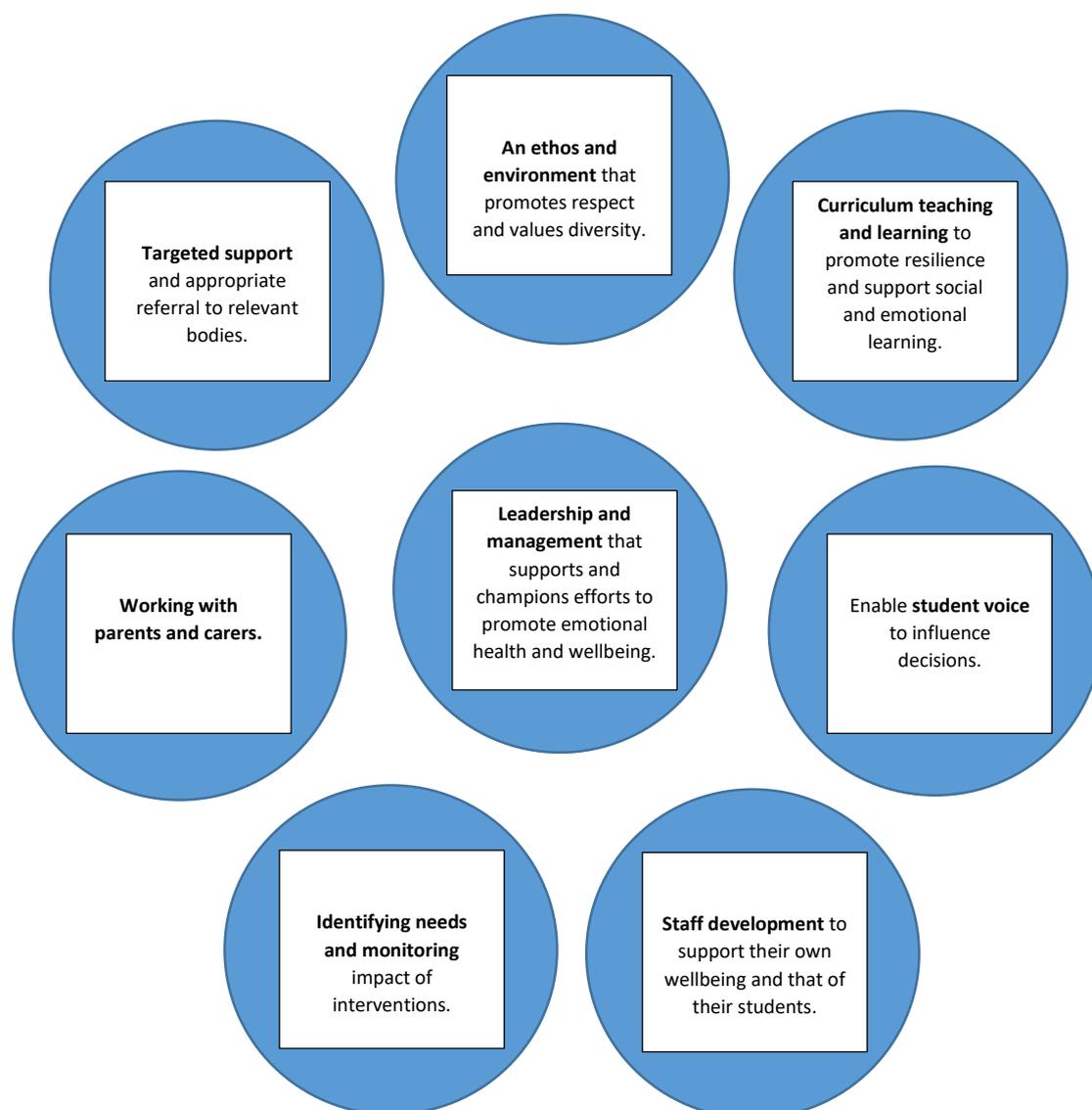
In our school, positive relationships are the heart of the school and we always strive to have an inclusive and supportive culture. We enable a strong sense of purpose with shared values and ethos. Good mental health is essential in order for children to access learning.

Key elements to support good mental health are-

- Feeling good- experiencing emotions such as happiness, contentment and enjoyment.
- Functioning well- creating positive relationships, social connections and feeling a sense of purpose.
- Security- feeling safe and secure in your environment.

As a school we aim to:

- Develop a whole school approach to mental health and wellbeing.
- To work together with families.
- To provide a multi-agency approach if needed.
- To follow the eight principles approach (DFE 2015)



8 principles to promote emotional health and wellbeing in schools.

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils.

**Core team:**

Mrs L Ransley (Headteacher)

Mrs I Hart (Inclusion Leader)

Mrs S Dalton (FLO/Mental Health First Aider/ELSA)

Mrs E Denyer (ELSA)

Mrs S Cooper (Learning mentor)

Mrs H Brinkley (Coaching lead)

Mrs E Webb (Governor)

**Safeguarding Team:**

Mrs L Ransley (Designated Safeguarding Lead)

Mrs I Hart (Designated Safeguarding Lead)

Mrs H Walker (Deputy safeguarding Lead)

Mrs F Wakeling (Deputy safeguarding Lead)

Mrs S Dalton (Deputy safeguarding Lead)

Mr D Morrison (Deputy safeguarding Lead)

**Pupil Identification**

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Inclusion Leader or a member of the core team in the first instance. A notification on 'My Concern' will also ensure that the correct member of staff has been notified. If there is a fear that the child is in immediate danger of harm, then the usual safeguarding procedures should take place. Where a referral to an external service is appropriate this will be led by Mrs I Hart (Inclusion Leader) and/or Mrs L Ransley (Headteacher).

**Pupil Wellbeing Interventions**

<b>Universal</b>	<ul style="list-style-type: none"><li>• Mindfulness</li><li>• Physical activities-Go Noodle, Just Dance</li><li>• Emotional Literacy</li><li>• Worry Monsters</li></ul>
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	<ul style="list-style-type: none"> <li>• Headstart Kent materials</li> <li>• Sensory room and strategies</li> <li>• Pupil voice</li> <li>• Worship- time for reflections</li> <li>• Spiritual development</li> <li>• Time to talk in class</li> <li>• PSHE lessons</li> <li>• Emotional regulation charts in class</li> <li>• Children's mental health week</li> <li>• Wear Yellow day</li> </ul>
<b>Targeted (Group)</b>	<ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Yoga</li> <li>• Nurture groups</li> <li>• Social groups</li> <li>• Sensory circuits</li> <li>• Alternative arrangements for unstructured times</li> </ul>
<b>Personalised</b>	<ul style="list-style-type: none"> <li>• Draw and Talk Therapy</li> <li>• ELSA support</li> <li>• Play Therapy</li> <li>• Counselling</li> <li>• Adapted curriculum</li> <li>• 5 point scale</li> <li>• Referral to Early Help</li> <li>• Referral to CAMHS</li> </ul>

### **Staff Identification**

Promoting staff health and emotional wellbeing is an integral part of the whole school approach to mental health and wellbeing. Training and signposting to materials are made available to all staff members and counselling services are available for all staff through the Trust. All staff are invited to engage with an annual staff wellbeing audit and this is then used to inform CPD and school practices.

An open door policy to senior leadership is always made available to staff should anyone want to speak about an area of concern and we have a fully committed Governing body.

Staff peer coaching and performance management discussions allow for mutual communication about personal health and emotional wellbeing if deemed necessary.

## **Working with Parents and Carers**

We aim to work closely with parents and carers, identifying need for vulnerable families. In order to support parents and carers we:

- Have a weekly wellbeing corner on our newsletter.
- Highlight sources of information and support about common mental health issues on our website.
- Ensure that parents know who they can talk to and how to obtain the support they need if they have concerns about their own or another child.
- Make our policy accessible to all parents.
- Keep parents informed about the mental health topics their children are covering in school (Jigsaw).

## **Staff training and CPD**

All staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to keep children safe. Staff meetings always begin with wellbeing discussions regarding the children and all staff are encouraged to engage in e-learning opportunities where appropriate.

Training opportunities are always discussed as part of our performance management process and additional CPD will be supported throughout the year as appropriate.

## **Staff Wellbeing**

Staff wellbeing is extremely important for everyone within the school, the Governing body and The Trust. All staff receive coaching supervision as part of the performance management cycle. Staff are also signposted to outside agencies/counsellors if needed which is paid for by The Trust.

A positive work/life balance is actively promoted and opportunities for wellbeing are promoted.

We feel that we are a close and happy staff but this is never taken for granted. Staff wellbeing reviews, performance management discussions, coaching and supervision and other discussions aim to ensure that we keep mental health and wellbeing prioritised.

