



# St Leonard's CE Primary Academy

Living and Learning Together with God's Help

## Mental Health and Well-being Policy

**September 2024**

St Leonard's Church of England Primary Academy offers a happy, safe and caring environment. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity by living and learning together with God's help. As a church school, we develop a knowledge and understanding of Christian values and foster a respect for other people and their beliefs.

This policy should be read in line with our schools' vision statement, 'Living and Learning Together with God's Help', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, being a unique human being, made by God and Loved by him, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be.

### **Intent**

*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)*

In our school, our Christian vision shapes all we do. We aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

## **Implementation**

Children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

### **What is 'good' emotional health and wellbeing in our school?**

- The ability to recognise, acknowledge and manage feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions for all in our school

### **We want our children to:**

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- School Vision
- Our school rules - be ready, be respectful, be safe
- Rewarding positive behaviour and achievement through our house point system and weekly certificates
- Setting appropriately challenging tasks.

- Providing a forum for listening and talking, e.g. R.E. syllabuses and Jigsaw PSHE
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning.

### **Impact**

#### **Supporting Young Minds through Tough Times**

As a school there are key actions we can take to embed a whole school approach to emotional health and mental wellbeing.

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting, they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

### **Staff Mental Health and Well-being**

### **Intent**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of our school.

We believe that a well-supported, valued staff, with a clear and shared purpose, are best placed to provide emotional well-being for children in their care.

### **Implementation**

We follow DBAT and local authority guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have a named Governor for health and well-being to implement and monitor the procedures for supporting emotional well-being within our school.

Consideration is given, at all stages of planning strategic development of the school, of staff well-being and work-life balance.

### **Impact**

Provision across the school is monitored by the Head teacher and governors.

The Head teacher together with the governors will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

This policy will be reviewed every year or in light of new legislation regarding child welfare and other initiatives regarding mental health.

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