



Brompton Community Primary School

Mental Health and Wellbeing Policy



Brompton Community Primary School belongs to all of us...we have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family.

We have high expectations of all pupils in all areas. Children are at the heart of what we teach and learn. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life.

Our ethos is a caring one, which develops respect, self esteem and gives a voice for all. We believe that, at Brompton Community Primary School, every child does matter... our school is passionate about meeting the needs of every child.

We aim to be a school where:

- **Everyone** achieves their full potential.
- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both in and outside school
- Positive links with the local community create strong partnerships
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- We are leaders in best educational practice

Definition of 'mental health':

'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 Organisation)

At our school, we aim to promote positive mental health for every pupil and member of our staff. 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, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Definition of 'Wellbeing':

'Well-being' is defined in the Oxford Dictionary as 'The state of being comfortable, healthy or happy'. It can also be defined and understood as "How people feel and how they function, both on a personal and social level, and how they evaluate their lives as a whole." (New Economics Foundation).

As a school, we promote wellbeing through the 5 Ways to Wellbeing:

- Be Active
- Connect
- Give
- Take Notice
- Keep Learning

Rationale

The emotional health and wellbeing of all members of Brompton Community Primary 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.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

Aims

At Brompton Community Primary School we aim to:

- Promote positive mental health in all staff and pupils
- 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
- Alert staff to early warning sign of mental ill health
- 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.
- Teach children and adults that their views and thoughts are important and valued
- Develop the self-esteem, awareness and self-confidence of children to play an active part in school life and be valued and valuable members of their communities.

Curriculum organisation

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE&C curriculum.

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:

- Nurture Groups
- Thrive groups
- Emotional Check ins each morning
- Emotional First Aid strategies
- Class codes of conduct, developed from our school charter
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Promoting Pupil Voice

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities are in place for children that enable them to extend interests and talents beyond the classroom.

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.

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups, including setting arrangements for literacy and numeracy. Regular review of setting arrangements helps to ensure that children gain maximum benefit. Where any change of set groups is proposed, parents are notified and given opportunities to discuss these changes.

We see parental involvement as a vital part of Emotional and Health and Well-Being. Regular opportunities exist to promote partnership with parents, including:

- Parental Consultation evening in Autumn- a chance to find out about the organisation, pastoral care and curriculum in each year group
- Parents' Evenings in Spring and Summer Term
- Weekly homework opportunities
- Parental workshops/Drop ins- as a social event or such as specific to basic skill development
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement
- Remote learning opportunities for parents and carers to share
- Involvement in individual provision maps and reviews for children with special educational needs.

Inclusion

All curriculum policies make reference to inclusion- which are key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and is included in our Equal Opportunities and Race Equality Policies.

These needs include specific policies for SEND children and those who are more able. Our school SENCo provides targeted support for children to meet their specific needs. A priority for the school is the early identification of special needs.

Our Teaching and Learning Policy contains our expectations in planning, the learning environment and teaching strategies. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

The Headteacher and governors have produced an accessibility plan to ensure a more inclusive curriculum and environment.

Identification and Warning Signs

At Brompton Community Primary School we pride ourselves on knowing our pupils very well and building positive relationships with them to enable them to share any concerns they may have. Staff have regular opportunities to discuss the wellbeing and progress of children during staff meetings, pupil progress meetings and regular discussions with the Headteacher. Staff may become aware of any early warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs are always taken seriously and are communicated with Mrs Byrne (Designated Safeguarding Lead) or Mrs Armstrong (SENCO/Mental Health Lead).

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing - e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Pastoral organisation for pupils

We pride ourselves on our whole school team approach that is integral to our way of working at Brompton Community Primary school. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Liaising with appropriate agencies to enlist advice and/or support

Whole school approaches to pastoral care are contained in our Behaviour Expectations and Lunchtime Behaviour Expectations for our Midday Assistant Supervisors. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote well health;

- Peer mentoring - 'Listeners'
- A School Council with elected membership from all year groups
- Pupil Wellbeing Champions
- Praise assemblies
- A whole school system of rewards for individuals; merit charts, stickers, certificates and badges of reward

We are committed to listening to all members of the school community and strengthening a partnership approach and we have achieved the Rights Respecting Gold Award and the Gold Healthy Schools award.

We are an Attachment Awareness school and have attained the Bronze award for the School Mental Health Award. We have staff trained in 'Thrive' who work with pupils that may have experienced trauma in their lives.

We actively promote the support that is provided by a range of agencies. A pupil notice board provides a focal point to signpost children to the support that is available to them. Our school website also signposts pupils and parents to useful websites for support.

Where appropriate, the school's 'Nurture Group' or 'Thrive' groups may become involved to support a child experiencing emotional and behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for *all*.

Staff Training

School staff will receive Mental Health and Wellbeing Level 1 Training 'Prevention and Promotion' provided by Compass Buzz. Members of staff have received levels 2 and 3 training also provided by Compass Buzz. The headteacher has received Level 4 training with Compass Buzz. We have staff trained in 'Thrive' and Emotional First Aid and regularly look for other training opportunities to ensure that staff have up to date and relevant training in order to support the Mental Health and Emotional Wellbeing needs of our school community. All staff and Governors complete regular Child Protection and Safeguarding training to ensure our children's safety and wellbeing.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Brompton Community Primary School. We believe that a well-supported and valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed. We follow county guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. A clear system of line management exists to monitor and support staff needs.

All members of staff are supported via the Health Assured scheme while working for North Yorkshire Council. The Health Assured confidential telephone number and details are displayed in the Staff room. Details for Education Support services is also displayed and shared with staff.

Monitoring and evaluation

Provision across the school is monitored by the Headteacher, Mental Health Lead and named Governor. The headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Team meetings, Senior Leadership meetings and monthly 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 children's mental health and emotional wellbeing.

Policy Completed: November 2024

To be reviewed: November 2025