

TANKERSLEY C of E (A) PRIMARY SCHOOL

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY



***“Guide me in your truth and teach me, for you are my God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2023

Next review September 2024

Mission Statement

At Tankersley St Peter's Primary School, we believe in fostering a nurturing and inclusive learning environment that supports the overall well-being of our students. Recognising the crucial role that mental health plays in a child's development, we are committed to promoting a positive and supportive atmosphere where every student feels valued, safe, and encouraged to reach their full potential.

Tankersley Commitments:

1. **Holistic Well-Being:** We acknowledge that mental health is an integral part of overall well-being. We strive to create an environment that promotes not only academic success but also the emotional and social growth of each student.
2. **Open Communication:** We are dedicated to maintaining open lines of communication with students, parents, and staff. By fostering a culture of transparency, we aim to create a supportive network that addresses the needs of our school community.
3. **Mental Health Education:** We are committed to integrating mental health education into our curriculum. Through age-appropriate programs and activities, we aim to enhance students' understanding of mental health, reduce stigma, and provide them with the tools to navigate challenges.
4. **Professional Support:** Our school recognises the importance of professional support for students facing mental health challenges. We strive to provide access to Compass Be services and work closely with parents, guardians, and external resources to ensure a comprehensive support system.
5. **Positive School Culture:** We actively promote a positive and inclusive school culture that fosters kindness, empathy, and resilience. Through proactive measures, such as anti-bullying initiatives and social groups, we aim to create a safe and supportive environment for all.

Together, we can create an environment where every student feels supported, valued, and equipped to face life's challenges.

Intent and aims of our mental health and emotional wellbeing policy

The Department for Education (DfE) recognises that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy". Our School is a place for children to experience a nurturing and supportive environment. We support the children to develop their self-esteem and build resilience. We understand all children and their families go through ups and downs, and some face significant life events.

Recent research (Mental Health of Children and Young People in England) found that "one in eight 5 to 19-year olds had at least one mental disorder". We know that anyone in our community may need additional emotional support to cope with life's challenges.

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where:

- Every child feels valued;
- Every child has a sense of belonging;
- Every child feels able to talk openly with trusted members of staff about their problems;
- Positive mental health is promoted;
- Bullying is not tolerated including online bullying .

We recognise the importance of supporting positive mental health and wellbeing to the whole School community. At Tankersley St Peters, positive mental health is everybody's responsibility.

What does 'good' emotional health and wellbeing in our school look like?

The emotional health and well-being of all members of our school are 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.

Children have:

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive relationships
- The ability to take responsibility for themselves and make practical decisions

We also 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.

Curriculum organisation and implementation of mental health and Emotional wellbeing.

Our school School Vision and Aims of Aiming high and Self-belief and Respect are strongly linked to all that we do in school to support mental health and wellbeing.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through both our 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.

Through our whole-School and RSE and PSHE programme (using 1 Decision materials along with key lessons from the National Online Portal), we teach social and emotional skills to develop the children's confidence and resilience.

In KS1, we explore simple strategies for managing feelings and who to go to if they are feeling worried or upset. In KS2, we help the children to develop positive coping strategies and build their understanding of how to motivate themselves, be supportive of others, and the importance of talking to someone and how to get help.

Our School promotes positive mental health and we aim to prevent mental health problems through our developed range of additional activities and strategies including

- Transition programmes – activities (including our labyrinth with our Christian group) and other programmes to support Year 6 children moving onto senior school.
- Whole School initiatives – Worship council; School Council; School Ambassadors (eg Walking to School Week); Headteacher wristbands

- Clearly identified rewards and sanctions, understood by all in robust system for behaviour – Traffic light. Sparkle and shine certificates and elements points
- Providing a forum for listening and talking, e.g. Philosophy for Children (P4C), circle time, Social groups or 'Come & Chat with the mental health champion'
- Opportunities to share worries – prayer box, circle time, class worry box.
- Our Christian attribute beads to help children to use and appreciate kindness, gentleness, goodness, self control and patience
- Encouraging co-operation and collaboration through our Kagan structures – E.g Think, Pair Share and TRally Robin.
- Developing social competence and empathy e.g. through our global schools work
- Encouraging and developing coping strategies and resilience

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, peace, trust, perseverance, service, truthfulness, resilience, wisdom and thankfulness. At Tankersley, we promote this by using our Christian attribute beads

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. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

We see **parental involvement** as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Either a 15 minute Parents' meeting or a 30 minutes 'Structured Conversation' in the Autumn or Spring Term (1 per term).
- Parental workshops- phonics, reading, maths calculations including a Bedtime story session for the children.
- Annual parental questionnaires sent out to help us build on what we do best and identify areas for improvement.
- Termly family sessions in each class for parents/carers/ grandparents to come and work in school e.g craft fairs and reading afternoon teas
- Involvement in School Focused Plans and reviews for children with special educational needs.
- Inviting parents to Christmas Nativities, Carol Service, Easter Service and End of Year Service.
- Regular updates on class twitter accounts

Inclusion

All curriculum policies make reference to inclusion 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 included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs through use of our School Focused Plans.

Pastoral organisation for pupils

We pride ourselves on the whole school, a team approach that is integral to our way of working at Tankersley St Peters Primary School. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being'.

- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions.

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with elected membership from Reception-Y6.
- School Health Champions
- 'Random acts of kindness'
- Achievement assemblies.
- A whole school system of rewards for individuals: a star of the week, top table, house points, and Christian attribute beads.
- Well-being Champion

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and/or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Tankersley St Peters Primary 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. We follow L.A. 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 and a sub-committee which meets to implement and monitor the procedures for supporting emotional well-being within our school.

Working with Local Authority arrangements - 'Supporting Young Minds through Tough Times' - BMBC

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Barnsley. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student's voice
- Student's voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support
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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 the 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 a reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.

Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime

Monitoring and evaluation

Provision across the school is monitored by the Headteacher (Mrs Harrison), the mental health and well-being champion.

The Headteacher together with members of the Mental health and well-being champion 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.



