

Delamere C of E Academy WELLBEING POLICY (Mental Health)



DELAMERE
C of E ACADEMY

At Delamere C of E Primary Academy, we are proud to deliver a rich and creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. As a Christian School, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

Safeguarding and Online Safety

All staff have had appropriate child protection and safeguarding training with the Head of School and Assistant Head being the designated leads responsible for monitoring safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupil's awareness through our teaching and their learning. All staff have had PREVENT and NSPCC E-safety training and are aware of the dangers that can exist to children's well-being in its many forms. We have a Full mental health first aider in school and our program of CPD includes aspects of identifying, supporting and strategies to aid mental health.

The emotional health , mental health and wellbeing of all members Delamere C of E Academy (including staff, pupils, parents and carers) is fundamental to our philosophy and ethos 'valuing everyone, caring for each other, achieving excellence'.

Mission Statement

In partnership with governors, parents and local community we strive to deliver a broad and balanced curriculum that promotes high achievement for all children; developing within the individual self-confidence, motivation, aspiration and the ability to work with others at home, school and within the wider context.

As a Church of England Academy, rooted in the teachings, values and spiritual life, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to inclusive education, equal opportunities, respect for all, including those of other faiths and cultures.

Health and Wellbeing Policy

Aim

To ensure that the children, staff, parents and wider community at Delamere C of E Primary Academy acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Objectives

To meet our aim we will ensure the following objectives are achieved:

Achieving: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

Active: Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.

Healthy: Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.

Included: Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.

Nurtured: Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard.

Respected: Having the opportunities, along with carers, to be heard and involved in decisions, which affect them.

Responsible: Having opportunities and encouragement to play active and responsible roles in the school and community.

Safe: Being protected from abuse, neglect or harm at home, at school or in the community.

Risk factors

Certain characteristics put some pupils at more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, to

their community or life events. It is important that, at Delamere C of E Academy, we are aware of the following factors when making decisions.

In the child

- Genetic influences
- Learning disabilities
- Specific development delay or neuro-diversity
- Communication difficulties
- Difficult temperament
- Physical illness
- Academic failure
- Low self-esteem

In the family

- Overt parental conflict including domestic violence
- Family breakdown (including where children are taken into care or adopted)
- Inconsistent or unclear discipline
- Hostile and rejecting relationships
- Failure to adapt to a child's changing needs
- Physical, sexual, neglect or emotional abuse
- Parental psychiatric illness
- Parental criminality, alcoholism or personality disorder
- Death and loss – including loss of friendship

In the school

- Bullying
- Discrimination
- Breakdown in or lack of positive friendships
- Deviant peer influences
- Peer pressure
- Poor pupil to teacher relationships

In the community

- Socio-economic disadvantage
- Homelessness
- Disaster, accidents, war or other overwhelming events
- Discrimination
- Other significant life events

These risk factors are addressed through the curriculum

Curriculum

Also See CARE Policy (Creativity, Aspiration, Resilience and Empathy)

Rationale:

The purpose of the CARE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle

- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.
- To actively promote British Values

We teach CARE Education to all children; Class teachers deliver at least one CARE session fortnightly. This may be through a circle-time or other format. Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties.

Teaching and Learning

Approaches will be taken to ensure that:

- pupils are engaged and their views and experiences are taken into account - particularly where decisions are to be made that may impact on life choices;
- emphasis on active learning by including children in discussions, investigations and problem-solving activities
- a variety of approaches is used including active, cooperative and peer learning, as well as the effective use of technology;
- opportunities to experience challenges in the outdoor environment are taken;
- pupils are encouraged to act as role models within the school environment;
- a commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.
- BNF (British National Foundation) Healthy Eating Week and Mental Health Week is followed on an annual basis

Physical Environment

Our building, facilities and grounds will be maintained in a manner that supports the health message to be reinforced throughout the working life of the school. A high value is placed on creating and maintaining a litter free environment. Sufficient litterbins are located inside and outside the school and children will be encouraged to look after the environment. Recycling facilities will reinforce the citizenship message both within school and among the local community. Caring for the environment will be embedded in the life of the school.

Health and Welfare of Staff

We are committed to encouraging all staff to lead healthy working lives. A staff room is available where staff can relax. Staff are involved in drawing up development plans and in most decisions affecting their professional practice. Staff meetings are held weekly where individuals can air their views and feel supported. A number of social events are held throughout the year where staff can relax in a social setting. All staff are asked for their views on a regular basis. The Staff Handbook also reflect the importance of this area. Staff are provided with Medicash and access to a counselling service.

Links with Family and the Community

Parents and carers are valued and welcomed into the school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, daily updates, parents' evenings, EeZeetrip, the school website and teacher communications. Parents and the wider community are encouraged to be actively involved in the development and review of our priorities and policies through surveys, the work of the PIP (Parent in Partnership) and the involvement in school life.

Parents are invited to support the school in numerous ways.

All staff members will make sensitive use of information concerning individuals and treat conversations with parents/carers with appropriate discretion. The school will deal sensitively with pupils' and parents'/carers' needs and concerns and an effective complaints procedure will be available to all stakeholders. Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Pupil's achievements and successes are shared within the community through Collective Worship both in school and at St. Peter's Church.

Wellbeing Team(Mental Health)

We have a Wellbeing Team who meet on a regular basis to improve the wellbeing of pupils, staff and parents, consisting of staff, pupils and other members of the community.

Health Promoting Initiatives include:

- Free fruit snack for KS1 Children encouraged to drink water regularly.
- Participation in Active Schools, Eco Schools ,a variety of sports including netball , basketball , football and hockey, fencing, breakdancing, Young Voices and swimming lessons
- Improved playground equipment
- Development of school garden- class responsibility for vegetable beds
- Buddy system and prefects.
- Cycling Proficiency Training- Y5
- We are a Heartstart School
- Growing up Talks – Y5/6
- Effective transition policies between classes and stages Information
- Evenings for parents: Internet safety and Keeping Children Safe Online led by NSPCC
- Drop-in sessions for pupils' emotional wellbeing/ Nurture group
- Staff health and wellbeing – Social Activities, Sporting Activities, Health and Beauty Evenings, Team building and Development days
- Food at Staff Meetings
- Nurture Room available for staff, children and parents to use
- Regular meetings with line Manager and Performance Management which address:-

- long hours with no breaks
- unrealistic expectations or deadlines
- overly pressured working environments
- unmanageable workloads or lack of control over work
- a poor physical working environment
- high risk roles
- difficult interpersonal relationships

- poor managerial support
- job insecurity or poorly managed change

Organisation and Ethos

At Delamere C of E Primary Academy, we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, emotional and social potential and increase their self-esteem. This will be evident in relationships forged in school be it pupil/pupil, staff/staff or staff/pupil. Positive behaviour policies and anti-bullying initiatives enhance the climate around the school.

Achievement is recognised throughout the school and celebrated through class Collective Worship and prominent displays of pupils' work throughout the school building.

Monitoring and Evaluation of Pupils' Progress

Our staff will gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From KS1 to KS2, pupils' progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationships and in assessing risks and decision-making.

The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, quizzes, observations, interviews, examples of pupils' work, teachers notes, feedback from parents/carers, video or photographic entries, project records (meeting minutes), class displays, quantitative data (number of incidents, sickness absence), follow-up classroom activities or focus group results.

Policy History

The governing body of Delamere C of E Primary School on has agreed this policy and supersedes all previous policies relating to this area.

Last Updated: November 2020