



Coomb Briggs Primary School

**Mental Health and Wellbeing
Policy**

Description of Setting/introduction

This policy reflects the character of Coomb Briggs which has approximately 200 mixed gender children between the ages of 4 and 11.

Values Statement

Our ethos;

It is our vision to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

Mental Health in our school is part of the Health Education curriculum. It is our belief that Mental Health is the responsibility of all staff and should be an integral part of the teaching and learning process.

Our School Aims are:

- *To provide an excellent and enjoyable education, so that each child is able to achieve his/her potential.*
 - *To develop the physical, emotional, social and communication skills of all involved in the school, so that they are able to make informed decisions.*
 - *To provide a caring and stimulating environment, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school.*
 - *To encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society.*
 - *To develop an understanding of good morals and values, as well as respect for all faiths, cultures and ways of life.*
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Why mental health and wellbeing is important

At Coomb Briggs Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 had a diagnosable mental health need and these could have an enormous impact on quality of life, relationships and academic achievement. 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". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Pupils mental health and wellbeing

At Coomb Briggs we offer a safe and calm environment in which the children can learn. We have links with outside agencies and have staff in school who provide children with support regarding their mental health and wellbeing when necessary.

How this policy was formulated and who was consulted?

This policy was developed in consultation with staff members at school, school governors and was shared with parents/carers.

Roles and Responsibilities

Mental Health will be covered within Health Education lessons and event days (such as World Mental Health Awareness Day) and will be led by the Health Education (previously PSHE) coordinators. It will be taught by all teachers in school and supported by teaching staff and sometimes involve support from outside agencies depending on the topics covered. Staff will be offered CPD opportunities to support their understanding of mental health.

Role of Health Education Coordinators

The roles of the Health Education subject leaders are to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective mental health lessons. The leaders will monitor that this area is being taught as outlined in this policy. Staff will assess the understanding and learning shown by the pupils throughout the lessons.

Role of school governors

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate Health Education curriculum for our pupils.

Training

Within school we have staff who have trained in adult and youth mental health first aid. These staff have been trained to spot signs that an adult or child may be experiencing some mental health issues. They have been trained to understand how a person may be feeling and what support can be offered to a person who may need help.

Dissemination of policy

- This policy is to give information and guidance to staff, pupils and parents/carers.
- This policy is available on the school website; parents/carers may ask to see a paper copy.

Links with other policies

- Health Education
 - Confidentiality
 - Behaviour and discipline
 - Anti- Bullying
 - Safeguarding.
 - Science
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