



Red Hall Primary School

Positive Mental Health and Emotional Wellbeing Policy

Document History	
Updated:	May 2018
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By:	Katie Jaitay
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Approved by Governing Body	

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and emotional wellbeing.

CARING: Our Ethos

Our schools approach is strongly influenced by the philosophy of Reggio Emilia, Montessori and Hygge. We are preparing our children for a life-long love of learning while developing them as unique individuals.

At Red Hall we aim to:

- Provide a welcoming and natural learning **environment** which gives our children a sense of belonging and allows them to feel safe, secure and valued - 'a home away from home'.
- Offer learning which is **interesting** and **engaging**, following the **curiosity** and wonders of the child, which is guided by the knowledge and expertise of our **passionate** practitioners. Make **memories** with your children and give them **opportunities** to **experience** things they may never have experienced before.
- Create **warm, trusting** relationships and partnerships built on **mutual respect**. We strongly believe this is the **foundation** of all success.
- Each child is given a place to learn and **everyone** is included and **everyone** matters.
- Provide a school setting where **emotional** health, **well-being** and **happiness** is our **priority** for pupils, staff, parents and the wider community.
- Help children develop skills for **life**. These include **resilience**, **independence**, **self-expression**, **self-confidence** and **self-belief**, all which will result in **our** Red Hall pupils becoming the **thinkers** and **doers** of the future.

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At Red Hall Primary School, we are committed to supporting the emotional health and wellbeing of our whole school community – pupils, staff, parents/carers and governors.

At our school we:

For our pupils;

- Help children to understand and manage their emotions and feelings better
- help children and staff to feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self-esteem and ensure children and staff know that they count
- support children to recognise the impact of choices they make
- Encourage children and staff to be confident
- Help children and staff to develop emotional resilience and to manage setbacks

For our staff;

- We build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).
- Increase employee knowledge and awareness of mental health and wellbeing issues and behaviours.
- Reduce stigma around depression and anxiety in the workplace.
- Facilitate employees active participation in a range of initiatives that support mental health and wellbeing.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils and stakeholders going through recent difficulties; including bereavement (see separate Bereavement Strategy)
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties.

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and all SMSC policies. It should also sit alongside child protection procedures.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Katie Jaitay: Senior Mental Health Lead
- Julie Davidson: Executive Headteacher
- Stacy Akers: SENDCo
- Angela Clemmons: Child and Family Wellbeing lead & ELSA (Emotional Literacy Support Assistant)

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- Debbie Hayman: Assistant SENDCO
- Emma Piper: ELSA (Emotional Literacy Support Assistant)
- Nicole Heseltine: ELSA (Emotional Literacy Support Assistant)

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

At Red Hall we aim to give our children the tools to recognise that they are struggling to manage uncomfortable emotions and then implement strategies independently to self-regulate

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Friendship Club
- Circle time approaches or 'Circle of Friends' activities.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'The Zones of Regulation'
- Primary Group Work/Mental health and Wellbeing Groups
- ELSA support groups - Staff recognise that ELSA interventions and other emotional support is crucial to our children being able to access their learning - it is not a reward.
- Therapeutic activities including therapeutic story writing and relaxation, mindfulness techniques, Drawing and Talking therapies, sand play
- Wilderness Schooling
- The school will make use of resources to assess and track wellbeing as appropriate including:
 - Strengths and Difficulties questionnaires
 - Emotional Check-ins using 'The Zones of Regulation'
 - The Boxall Profile

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

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Identifying needs and Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. CPOMS is used to record any concerns and to notify relevant staff. CPOMS entries are reviewed by the wellbeing team weekly in a CPOMS meetings Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums and our Family Support worker
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Outreach support from specialist provisions
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services referrals
- Family support worker
- Therapists Training

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- North East Wellbeing Trust
- Darlington Mental Health Support Team

Support for staff

The school enhances staff motivation, learning and professional development through:

- Dedicated PPA time within the school week
- Whole school training events, including Safeguarding and emotional health and wellbeing
- Access to appropriate external training and quality professional development to ensure they feel valued
- Involving all staff in decision making and proposed change
- Provision of non-contact time to allow for additional responsibilities like report writing
- Consultation on training and support needs through Performance Management and regular review
- Referral to additional services e.g. counsellor, stress management if required through SAS insurance
- Reward and recognition through staff shout outs and regular staff appreciation.
- A staff room environment that is relaxing and a comfortable space to work
- Half-termly MHWB activity
- 1 late start of 9:30am and 1 early finish of 2:30pm every half-term
- Secret Mentor acts
- PPA can be taken from home
- Non-contact time for those staff with a subject- lead responsibility
- A Staff Wellbeing team has been established to communicate with Senior Leaders and manage the Emotional Health and Wellbeing needs of all staff within school.

A display board in the staff room shares important staff notices regarding wellbeing as well as signposting information for all staff. Meetings between the well-being team and Senior Leadership are regular and the outcomes from feedback are communicated on the Wellbeing board.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Our school currently holds the Wellbeing Award for Schools for promoting positive Mental Health and Emotional Wellbeing (September 2018 – September 2021)