



Mental Health and Well being Policy

Our Aims

At Albert Pritchard Infants and Wood Green Junior Federated Schools, we believe we should be proactive with our school curriculum to learn about mental health and wellbeing from a young age. This is done in a well-sequenced and age-appropriate way.

Our unique and diverse curriculum supports all children to understand that wellbeing is key to living a happy and successful life. Our aim is to give pupils the information they need to make good decisions about their mental health. Both our whole school offer and more individualised support enables children to recognise what is normal and what is an issue in both themselves and others. In addition, they know how to seek support if and when issues arise.

A key part of our curriculum is promoting pupils' self-control and ability to self-regulate using a range of strategies thus enabling them to become confident in their ability to achieve well and persevere even when they encounter setbacks. In addition, stigma is reduced through the normalisation of discussions surrounding mental health and an atmosphere of open communication and honesty is fostered through the development of trusting and supportive relationships. This integrated, whole-school approach to the teaching of good mental health also has a positive impact on behaviour and attainment.

As per the DfE guidelines, by the end of their time at Albert Pritchard Infants and Wood Green Junior Federated Schools, pupils know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Schools Responsibilities

As stated in the DfE guidance on mental health and behaviour in schools, schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development and taking action to enable all children to have the best outcomes.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

1. **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and well-being of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental well-being through the curriculum and reinforcing this teaching through school activities and ethos.
2. **Identification:** recognising emerging issues as early and accurately as possible.
3. **Individualised support:** helping pupils to access evidence based early support and interventions.
4. **Access to external services:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Our Provision

Our mental health offer ranges from whole class provision, small group intervention and bespoke 1:1 support. Our pupils are taught self-care techniques, including recognising and managing emotions, exercise, relaxation and how to build relationships through a rich and varied curriculum. We foster an open culture when it comes to discussing mental health and wellbeing.

We have a range of mental health and wellbeing provision in school, including:

- 1:1 Learning Mentor sessions
- Group Mentoring sessions
- Groups for Emotions, Anxiety and Self Esteem and Confidence
- Social skills and social stories groups
- Friendship Groups/ playtime buddies
- Meet and Greet for Emotional Based School Avoidance Issues
- Peer Mentoring
- Worry boxes in each classroom

Signs A Young Person May Need Additional Support

Poor Attendance
Emotional-based School
Avoidance
Safeguarding Concerns
Changes in emotional state
Changes in circumstances (e.g.at home)



Mental Health and Wellbeing Provision

1-Whole School Provision-Prevention

Mental health topics embedded into PHSE curriculum
Mental Health awareness days and assemblies
Discussions promoting good mental health and removing stigma
Calm, safe environments and worry boxes in each class room

2- Low level needs-identification

Whole class or small group circle time
Staff Keeping 'an eye' on children/seeking advice from Inclusion Manager and Learning Mentor
Worry Boxes in classrooms
Friendship support as and when needed

3- Medium level needs- individualised Support

Bespoke provision or intervention for children including:
Playtime buddies
Meet and Greet
Emotional Literacy
1:1 Mentoring session
Group Mentoring sessions
Social Groups
Peer Mentoring

4- High level needs- External services

Sometimes we will make a referral to an outside agency for further support or advice. These include Sandwell Inclusion Support, Point of Access, CAMHS and the School nursing team.

Our Mental Health Team

Inclusion Manager KS1: Rebecca Carter Senior Mental Health Lead and DSL

Inclusion Manager KS2: Jade Johnson DSL

Learning Mentor KS1: Alison Snookes

Learning Mentor KS2: Ellie Skidmore