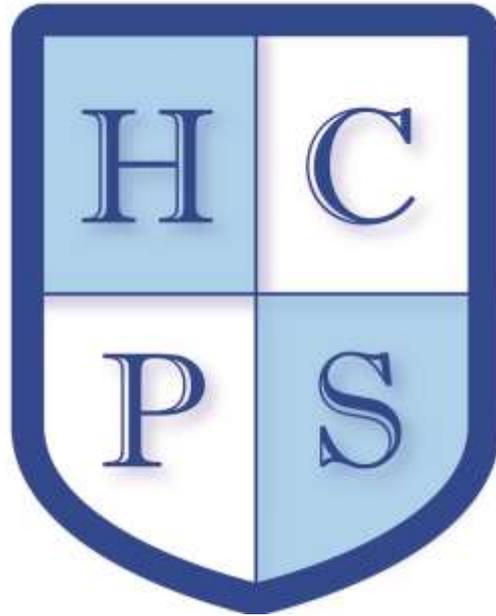


Hunslet Carr Primary School



Mental Health and Wellbeing Policy

Policy reviewed: March 2020

Next review: March 2022

*High expectations, Caring, Positive Attitudes
and Successful*

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to Mental Health and Wellbeing at Hunslet Carr Primary School.

Rationale

A school that promotes Mental Health and Wellbeing recognises that wellbeing does not only recognise the need for physical wellbeing, but also that of mental wellbeing. Mental Health is not only about how we think but also how we feel and how we behave. Promoting Mental health and all-round wellbeing is the responsibility of all adults at Hunslet Carr Primary School.

Positive mental health and wellbeing is about:

- Being able to form and maintain relationships with others
- Being able to adapt to different people's expectations
- Being able to have fun
- Being open to learn new things
- Being able to recognise right from wrong
- Being resilient, when tasks prove difficult.

Aims

At Hunslet Carr Primary School, we want children who are able to **connect** with others and know that they are **capable** of achieving success. We want them to know that they have a place in society and therefore as individuals they **count**. To be able to achieve these, children at our school must have the **courage** to take risks, knowing it is safe to do so.

The Facts

10% of children (aged 5-16) have a clinically diagnosable mental health problem, yet 70% of these have not received any support. 50% of all mental health issues are established by 14 years old. Early intervention and support can help these children significantly.

Role of the Staff

- To ensure that classrooms are welcoming and engaging for all those who work there and that they promote wellbeing, through displays and lessons.
- With the support of the subject leader and head teacher, to implement any changes in the teaching of mental health and wellbeing.
- To ensure there is equality of opportunity in the teaching of mental health and wellbeing.
- To inform the relevant staff (the Wellbeing team) of any problems which may arise in lesson time or outside of the classroom that relate to the teaching and learning of Wellbeing.

- To inform the relevant staff (the Inclusion team) of any problems which may arise in lesson time or outside of the classroom that relate to the wellbeing of both pupils and staff (where appropriate).
- Deliver relevant lessons that are sensitive to the needs of its class members.
- Identify potential areas of concern, that need reporting to all relevant people, including the: SEND team, Inclusion team, the Nurture or Child Protection team.

The Role of the Head teacher.

- To encourage and support teachers to deliver quality lessons that tackle the subject of both wellbeing and mental health; teaching both with dignity and respect.
- To support and encourage all other staff to create an environment that develops individual children and their specific needs.
- To make available the necessary resources to continue the development of a Mental Health friendly school.
- To promote an understanding of mental health and wellbeing.

The Role of the Wellbeing Team

- To promote an understanding of mental health and wellbeing.
- To ensure resources are available.
- To review and monitor both the planning and teaching of mental health wellbeing.
- To work alongside staff when required
- Attend relevant courses and disseminate information to staff
- Arrange INSET courses for staff, where necessary.
- Organise the acquisition of new resources
- Support colleagues in the delivering of relevant lessons

Role of the Governing Body

The governors, alongside the head, will monitor the teaching of mental health & wellbeing lessons.

General Health and wellbeing Promoting Initiatives at Hunslet Carr

- First aid training for all staff
- Links with the local community police
- PSHE lessons taught weekly
- Wellbeing assembly delivered weekly
- Drug-awareness week
- Anti-bullying week
- School travel plan- walk to school
- Buddy system- school council
- Bikeability
- Participation in Active Schools
- After school clubs that encourage physical & mental wellbeing such as football and street dance

- In Encourage children to drink water and bring healthy snacks to school
- A playground that has been designed to encourage cooperation and team games
- Defibrillator available in school for the local and wider community
- Buddy stops in the playground
- Pupil voice for the children to share their concerns
- Nurture team to provide support sessions when needed
- Real PE
- The school allotment.

Equal Opportunities

All children, staff and the wider community, including local families, will be treated with respect and understanding. Lessons will be delivered that reflect the lives of our children and their families, and they will be tailored to individual class needs. Outside agencies may be approached for advice; if individual cases require specialist support and knowledge.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for individually.

Health and wellbeing (including mental wellbeing) of staff

- The school is committed to encouraging all staff to lead healthy lives
- A staffroom is available where staff can meet and relax
- Staff meetings are held weekly where staff should feel confident to share their views. If they are not confident doing this, they can speak directly to their phase leader.
- Staff wellbeing events will be held termly.

Links with families and the community

Family members and the community, such as the church, are encouraged to come into school. This maybe for assemblies; to look at displays, such as those created in Anti-bullying week or special events, including meet-the-teacher sessions. The head will also meet regularly with the local community, to learn how we can support them fully, such as being a Dementia friendly school.

Differentiation

Children should be allowed to work at their own level of attainment.

ICT

Online games and quizzes and resources dealing with mental health issues are available for pupils to access. These should only be presented to the children once the member of staff using them in class has evaluated their suitability and age-appropriateness.

Time

All teaching staff and SLT to ensure there is adequate time dedicated to all aspects of wellbeing, including mental health wellbeing and that they are delivered within a safe classroom environment. The teacher is expected to monitor the coverage of the Essential Opportunities and plan topics accordingly.

Resources

The wellbeing team will provide any relevant resources and/or ideas that match the lessons to be taught. Staff will be aware of and have access to the resources available to them online such as:

- Mindmate <https://www.mindmate.org.uk/>
- Healthy Schools Schoolwellbeing@leeds.gov.uk
- PSHE Association (www.pshe-association.org.uk/
- Camh
www.camh.ca/en/education/teachers_school_programs/resources_for_teachers_and_schools/talking_about_mental_illness/Pages/tami_teachersresource.aspx
- Young minds <https://youngminds.org.uk/what-we-do/commission-us/for-schools/>

Safety and Care

The safe use of relevant equipment and resources is to be promoted at all times, in line with the Health and Safety Policy.

Review

This policy is to be reviewed every two years.