



Clarendon Primary School **Mental Health and Well-being Policy**

At Clarendon everyone is valued, inspired and nurtured on their individual journey of success...so that *'Together We Shine.'*

Introduction

"A healthy school ensures that when children are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote good mental health and well-being and helps children to understand their feelings" (taken from National Criteria).

At Clarendon Primary School, we work towards positive mental health and well-being for the whole of our school community.

Rationale

Positive mental health and well-being promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance;
- involving children more fully in the operation of the school;
- helping children and staff feel happier, more confident and more motivated;
- helping to meet legal, ethical and curricular obligations.

Aims

General

- Happier and more motivated children and staff who get more out of life.

Teaching and Learning

- Children who are more engaged in the learning process;
- Children who can concentrate and learn better;
- Improved standards in all subjects;
- Improved attainment;
- More effective teaching;
- Parents and carers more involved in school life and learning.

Behaviour and Attendance

- Children with high self-esteem and confidence;
- Children who have a say in what happens at school and feel included and safe;
- Fewer disaffected children, disengaged from learning;
- Improved behaviour and attendance;
- No incidents of bullying.

Staff Confidence and Development

- Improved morale;
- Low absenteeism;
- Low staff turnover;
- Positive and effective relationships with children and each other.

Implementation

The school promotes and provides a range of services to children:

- A full time Learning Mentor to support vulnerable children and families;
- Co-ordinated support from a range of external organisations;
- School council to act as the voice of the children;
- Welcome days (particularly for EYFS) and transition events;

- Hygienic toilets which ensure privacy and safety.

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity;
- High profile of anti-bullying procedures and policy through lessons, assemblies and events.

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of School Council representatives;
- Timetabled meeting time for members of the School Council;
- Pupil led assemblies;
- Worry-Eaters in each class for children to share their feelings;
- All children contribute through PSHE lessons;
- Monitoring of teaching & learning, with a focus on Pupil Voice.

The school promotes the involvement of parents and carers in the life and learning of the school through:

- An annual report, Parents Evenings', Sporting events, Assemblies and Concerts/Music Events;
- Parent surveys;
- Parent workshops – linking to curriculum areas i.e. phonics;
- Regular consultation about change and development through surveys and special meetings;
- Involvement in lessons, through celebrations at the end of topics
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues;
- Regular Parents Drop in Meetings with the Learning Mentor;
- Weekly ESOL classes;
- Achievement of the Leading Parent Partnership Award (LPPA);
- Frequent feedback through the Newsletters and the Clarendon APP.

The school facilitates a context for learning through:

- Enhancing school and classroom layout, facilities and resources;
- Access to the Learning Mentor's room or nurture room if necessary;
- A whole school approach to mindfulness using the 'CalmaClass' resource which provides daily opportunities for relaxation, meditation and visualisations at flexible times of the day for the children and staff;
- Recognising the background of individual children and their physical, social and mental health needs;
- Establishing clear simple rules, routines and expectations about behaviour for learning and social cohesion;
- Encouraging positive, caring and constructive relationships;
- Investing in the training of accredited Mental Health First Aiders.

The school enhances pupil motivation and learning through:

- Ensuring that the 'Clarendon Values' are central to the learning taking place;
- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support assistants and other agencies where appropriate;
- A range of challenging opportunities for children with higher learning potential;
- Recognising strengths that are not necessarily academic;
- An exciting and varied range of extra-curricular events and visits and visitors into school – 11 experiences before 11;
- Recognising a range of learning styles;
- Asking for feedback on Bounce Surveys;

- Encouraging independence in learning;
- Using a range of opportunities to develop children, for example Life Skills lessons that include Forest School, Cre8 & Cookery.
- Using PSHE materials to raise self-esteem and confidence levels;
- Children supported by Teacher Mentors in Year 6.

The school enhances pupil self-esteem and personal development through:

- The Curriculum linked to PSHE;
- Information, advice and guidance on sex and relationships and drugs;
- Developing resilience;
- Raising aspirations;
- Opportunities for pupil leadership through school council, prefecting roles and the Clarendon Carers;
- An emphasis on praise and reward not sanctions.

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

- Curricular planning time within the school week;
- Whole school training events, including child protection and safeguarding;
- Access to appropriate external training;
- Support from the Board of Governors;
- Annual staff surveys;
- Involving all staff in decision making and proposed change;
- All staff are involved in writing the School Development Plan;
- Frequent CPD and a tight appraisal system;
- Consultation on training and support needs through regular review;
- Staff wellbeing workshops, relaxation and fitness opportunities.

Roles and Responsibility

- The promotion of Mental health and Social Well Being and raising the achievement of all children is the responsibility of the whole school staff and governors;
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this policy, ensuring all staff are aware of it and understand their role and responsibility in relation to it;
- Staff will be expected to know what their responsibilities are in ensuring the policy is implemented and their role to play in its implementation. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues;
- Children will be made aware of how the Mental health and well-being policy applies to them as part of the school aims, values and in the curriculum;
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring and Review

The Board of Governors is committed to reviewing the impact of the Mental health and well-being policy as part of the 3 year policy cycle.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

