

# THE MEADOW COMMUNITY PRIMARY SCHOOL



## Policy : Mental Well-being – a whole school approach.

<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• To promote the DFE eight principles of emotional health and well-being throughout the whole school and embed these principles and strategies into daily practise.</li> <li>• To reference social and emotional principles into improvement plans, policies and practise.</li> <li>• To overcome specific barriers to learning through effective use of pupil premium and sports premium, school values/ethos and curriculum provision.</li> </ul>
<p>The Eight Principles and how we aim to support and champion them at The Meadow Community Primary.</p>	
<p><b>Principle 1</b></p>	<p><b>An ethos and environment that promotes respect and values diversity.</b> The physical, social and emotional environment in which staff and pupils spend their day can impact upon mental health and well-being. At The Meadow we will endeavour to maintain a modern, clean, tidy, environment, working towards a calm and quiet working atmosphere. Relationships between staff and students will be nurtured and actions will be taken to prevent and tackle all forms of bullying and harassment.</p>
<p><b>Principle 2</b></p>	<p><b>Curriculum teaching and learning to promote resilience and support social and emotional learning.</b> Opportunities to develop and promote social and emotional skills through dedicated PSHE sessions. Promoting 'Route to Resilience' through all sessions and the wider curriculum.</p>
<p><b>Principle 3</b></p>	<p><b>Enabling student voice to influence decisions.</b> Opportunities to ensure all students can express their views and influence decisions will be provided. At an individual level, opportunities to help pupils develop their character, build their knowledge and skills to make healthy choices and develop their independence.</p>

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	Collectively students will be given opportunities to influence decisions, express their views and develop social networks.
<b>Principle 4</b>	<b>Staff development to support their own well-being and that of students.</b> Training opportunities will be made available via online, staff meeting or INSET sessions to increase staff knowledge of emotional well-being and to equip them to be able to identify mental health difficulties in their children. Training and the sharing of good practice will include how to develop children's social and emotional wellbeing and how to manage behaviours.
<b>Principle 5</b>	<b>Identifying needs and monitoring impact of interventions.</b> The needs of our more vulnerable pupils (SEN / PP & PP+ ) are identified by teachers and parents through response forms and dialogue. These needs are reviewed bi-annually and when changes in behaviour or emotional needs occur.
<b>Principle 6</b>	<b>Working with parents</b> School will endeavour to communicate with, liaise with and support parents or carers with the social and emotional wellbeing of their children. This may take the form of information sharing, engaging the school nurse, professional dialogue or mentoring. The introduction of Route to resilience (2018-19) will provide further liaison opportunities.
<b>Principle 7</b>	<b>Targeted support and appropriate referral</b> For those pupils most at risk referrals will be made or supported to health professionals, Educational Psychology and Autism Outreach. Advice will be implemented or programmes introduced as required.
<b>Principle 8</b>	<b>Enabling student voice to influence decision.</b> School Council, Eco Councillors, Lunchtime helpers provide structured ways to promote children's 'voice' in their school lives. Pedagogy and pastoral care also provide opportunities for children to speak up and share their ideas and opinions.
<b>Resources</b>	From 2019-20 banks of resources, including whole school medium term plans, will be stored on the server under 'Mental Wellbeing.' Useful Website addresses will be collected to update medium term plans. Route to Resilience training began 2018-19 SEN Policy 2018

Version 1