



Danson Primary School

Mental Health and Emotional Wellbeing Policy

Why mental health and emotional well-being is important:

At Danson Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The most recent survey of the mental health of children and young people in England found that in 2023, 20.3% of children aged 8 to 16 years had a probable mental disorder (2023 Gov.uk).

The Department for Education (DfE) recognises that "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy." Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing.

Our role at Danson is to ensure that children are able to manage times of change and stress and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go and get support.

Our aim is to help build resilience to mental health problems and to be a school where:

- All children are valued.
- All children follow our school values and golden rules.
- As a myhappy mind school, children use the skills they are taught to equip them and thrive in the modern world
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems.
- Positive mental health is promoted and valued
- In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Links To Other Policies

This policy links to our policies on Safeguarding, Anti-Bullying, SEND and Equalities, Staff Wellbeing & Children's Wellbeing. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Ethos

At Danson, it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy young people, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

“Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.” (World Health Organisation 2022)

We recognise that children may experience a range of adverse life events and pressures that can have a long-term impact on mental health and wellbeing including trauma, bereavement, and financial hardship. As a school, we are committed to providing proactive, practical and effective support to promote a safe and stable environment for all pupils.

Two key elements to support good mental health are:

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing, Danson Primary School aims to:

- Develop a whole school approach for both pupils and staff.
- Work together with families.
- Provide a holistic and multi-agency approach that is identified in the children’s individual SEN Support Plans.

Staff Roles and Responsibilities, including those with specific responsibilities.

We believe that all staff have a responsibility to promote positive mental health and to understand protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. This roles include:

- Designated Safeguarding Lead
- Designated Safeguarding Deputies
- Mental Health and Wellbeing Lead
- SENCO/Inclusion Lead
- Pastoral and Welfare Officer

Our School has developed a range of strategies and approaches including:

- Campaigns and assemblies to raise awareness of mental health.
- Mentoring or other interventions with a trusted adult where required
- Referrals to other agencies where needed
- Activities during Mental Health Awareness week.
- Activities during Anti-Bullying week.
- Feelings check-in
- Myhappymind lessons using neuroscience and positives psychology
- Relevant/ helpful information sent to parents
- Health/ wellbeing page on the school website
- Transition programme to secondary schools for Year 6 children to support their smooth transition into secondary school.
- Transition activities for all year groups

- Referral to MHST (Mental Health Support in Schools)
- Use of the 5 Steps to Wellbeing (MIND)
- Qualified Mental Health First Aiders
- CHEWs (Children's Emotional Wellbeing)

Class Activities at Danson,
Each classroom will have

NEED TO ADD IN WHAT WE HAVE*****

- Worry boxes where children can anonymously share worries or concerns in class
- Wellbeing Weeks throughout the year – whole school focus linked to values, golden rules, PSHE
- Zones of Regulation
- Displays and information around the school about positive mental health and where to go for help and support
- Workshops/ webinars

Teaching About Mental Health and Emotional Wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- To recognise when they might need help with feelings and how to ask for help if they need to.
- To motivate themselves and persevere.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To recognise what makes them special and understand that everyone has different strengths.
- How to respond safely to adults they don't know.
- What their family members, or people that are special to them, do to make them feel loved and cared for.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including physical activity). How family and friends communicate together.
- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to treat each other with respect.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying).
- About the importance of talking to someone and how to get help.

Signposting

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

Identifying Needs and Warning Signs

- As part of our assessment and tracking systems, we will monitor pupils to help us to identify children/ families who may need further support. These indicators include:
- Attendance Punctuality Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances Recent bereavement
- Health indicators

School staff may also 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 Pastoral and Welfare Team, SENCO, Designated Child Protection and Safeguarding Officer, the Mental Health/ Wellbeing Lead as appropriate.

- 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, and parent mails
- Share and allow parents to access sources of further support
- 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 Mental Health & Wellbeing 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:

- Educational Psychology services
- CAMHS (Child and Adolescent Mental Health Service)
- CHEWs (Children's Emotional Wellbeing)
- Counselling services
- Therapists

- EIT (Early Intervention Team)
- Public Health Advisor for Children and Young People
- MHST (Mental Health Support in Schools)

Where To Get Information and Support

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrusuk.org

Hub of Hope - <https://hubofhope.co.uk/>

Anna Freud National Centre for Children & Families - <https://www.annafreud.org>

For general information and support:

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning) www.time-to-change.org.uk

www.rethink.org challenges attitudes towards mental health

Public Information

Copies of this policy will be available to the public from the School Office.

Date agreed: June 2020	Last Review: June 2026	Next Review: June 2028
Head Teacher: L Casey	Chair Of Governors: H Mash	