Positive Mental Health and Emotional Well-Being Policy for Uplands Junior School-pupils

Mental Health is "the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance." (World Health Organisation)

Mental health affects all aspects of life and behaviour.

Vision and school ethos

This vision was written taking into account the viewpoints of all stakeholders (Pupils, Governors, Parents and staff).

At Uplands Junior School, our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Working together, we want to nurture personal talents, discover new talent and encourage everyone to be the best they can be.

We want to build a culture of respect for each other, for our environment and for ourselves.

We want our children to leave with a sense of personal achievement and pride in their school and community, equipped with the emotional, social and practical life skills for their next challenge.

School Ethos

Our over-arching school rule and ethos is

"Respect for All"

As a Rights Respecting "Silver" school, this policy has been written in line with the UN convention on the rights of the child Article 2 (non-discrimination), Article 3 (best interests of the child), Article 6 (life, survival and development), Article 23 (children with a disability) and Article 24 (health and health services)

Policy Statement

> Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization 2015)

The DFE recognises that in order to help their children succeed “schools have a central role to play in enabling their pupils to be resilient and to support good mental health and well-being.””

Schools have an important role to play in supporting the mental health and well-being of children by developing whole school approaches tailored to their particular needs as well as considering the needs of individual pupils.

At Uplands Junior School we have a supportive and caring ethos and we are committed to supporting the mental health and well-being of all our pupils and staff. We know that everyone experiences life challenges that can make us vunerable at times and that anyone may need additional emotional support. We believe that positive mental health is everybody’s business and that we all have a role to play. We operate an “open door” policy and all children know that they can talk to someone at any time.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Early intervention to identify issues and provide support is crucial. The school will:

- Create a safe and calm environment where mental health problems are less likely (Prevention)
- Promote positive mental health strategies through quality teaching (Prevention)
- Recognise emerging issues as early as possible (Identification)
- Help pupils access support and interventions (Early support)
- Work effectively with external agencies to provide swift access or referrals (Specialist support access)

At Uplands Junior School we:

- Support pupils in understanding their feelings and emotions
- Help children feel comfortable in sharing their worries and concerns
- Help children to form and maintain healthy relationships
- Promote self-esteem and ensure children know how important they are
- Celebrate and respect diversity and difference
- Help children to develop emotional resilience and to manage the normal stresses of everyday life
- Provide clear expectations of behaviour

- Create a calm and safe environment

We promote a mentally healthy environment through:

- Promoting our school ethos of “Respect for all”
- Mental health and PSHE teaching in all year groups
- Promoting pupil voice and opportunities to participate in decision making
- Celebrating academic and non-academic achievement
- Providing opportunities to develop a sense of self-worth and “Good to be me”
- Provide opportunities to reflect
- Signpost to appropriate support as necessary
- Open door policy to the Safeguarding team

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

This policy should be read in conjunction with our medical policy in cases where a student’s mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Mrs Webster-Smith - Designated Child Protection Lead (Safeguarding team) Mental well-being lead
- Mrs Walker, Mrs Shakesheave and Mrs Roberts-Deputy Child Protection Leads (Safeguarding team)
- Miss. Richards-PE coordinator
- Ms Gilbert-PSHE coordinator
- Mrs Walker-CPD lead
- Miss Handscomb-SENDCO

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Safeguarding team in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer, the head teacher or the designated governor. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to our Art therapist, Believe 2 Achieve, Mental Health support team or CAMHS (Child and Adolescant Mental Health Services) is appropriate, this will be led and managed by Mrs Webster-Smith our Headteacher and/or our SENDCO Miss Handscomb.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum (supported by the Kapow scheme)

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We use "The Art of Brilliance" which is an approach that we follow in school to help children develop their emotional intelligence. It aims to raise the level of happiness, confidence and resilience of every child; embedding positivity and a sense of personal responsibility into school and home life.

Some research has been carried out that indicated that only about 2 % of the population respond positively to situations and bounce back from setbacks. The Art of Brilliance team call these 2%ers. The rest, the 98%, the Art of Brilliance Team call 'mood hoovers,' as they can suck up or drain the positive energy around them by moaning and groaning. The Art of Brilliance team is a way of embedding positive thinking and positive self talk from an early age. Its aims are for the children to realise:

1. That they can **choose to be positive** in situations.
2. That they can **take personal responsibility** for their thoughts, actions, behaviour and their learning (e.g. they motivate themselves rather than be motivated by teachers and parents).
3. That they can have a **positive impact** (or negative) on those around them.
4. That if they choose to, they **can bounce back** from setbacks and view mistakes as positive learning experiences. They can develop **resilience**.
5. That **random acts of kindness can** make themselves, the school and home happier places.
6. That everyone is good at something and we feel happy if we do what we are good at. We can all **'play to our strengths'**.
7. That if they **set themselves goals** taking small steps will help them achieve them.

Trick Box

Trick box is an emotional management and personal development programme for children in KS 1 and 2. It is simple, fun and more important very effective in helping children dealing with their emotions. Uplands starting using Trick Box in September of 2020.

There are 4 trick box areas:

- Confidence (yellow cards)
- Communication (blue cards)
- Calm (red cards)
- Creativity (green cards)

Year 3 will teach 15 tricks across the year

Year 4 will teach 18 tricks across the year

Year 5 will teach 21 tricks across the year

Year 6 will teach 24 tricks across the year

Children build their repertoire of skills as they move through the school. The tricks work on a letter box coaching model which is designed to help children manage their own emotions-this is **Accept** (what's going on and how do you feel about this?), **Be** (how can things be better), **Choose** (what can you choose to do?) and Do (Do it!)

The Trick Box techniques help children to:

- Recognise and self-manage emotions
- Develop mindful awareness and mind-body connection
- Build awareness of body language signals
- Create confident decision making
- Set and achieve positive goals
- Develop communication skills
- Problem solve and create solution thinking
- Create motivation and confidence to try new things in new ways
- Create long term personal resilience

The school will use:

- The Art of Brilliance scheme
- Assembly themes
- PSHE/Kapow curriculum
- Emotional regulation "Trick Box" scheme
- An annual Spring term Health week with some focus on Mental Health
- Managing feelings and emotions resources-"worry boxes" and Trick box

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in our entrance hall, on our Newsletter and on our website and will regularly highlight sources of support to pupils within relevant parts of the curriculum. There is a permanent display board in the dining room area called “healthy minds” which includes signposting.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 a member of the Safeguarding team

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm
- Expressing feelings of failure, uselessness or loss of hope
- Lateness to or absence from school

Working with All Parents

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website and/or our Newsletter
- Provide workshops for parents where relevant (eg Relax Kids)
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents on our website
- 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:

School will work with other agencies to support children’s emotional health and well-being including:

- The school nurse
- Education psychology services
- Behaviour support
- CAMHS

- Family support workers and strengthening family workers (Bingley Children's centre)
- Art therapist
- Reflexions mental health support team

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe.

We will also signpost staff to free training opportunities suitable for staff wishing to know more about a specific issue

Additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Policy Review

This policy will be reviewed every 2 years as a minimum.

Last review: May 2025

Next review: May 2027

This policy will always be immediately updated to reflect personnel changes.