



Wellbeing and Mental Health

September 2024

Review date: September 2025



Wellbeing and Mental Health Policy



We want all our children to be happy and successful at our school so they can leave us with the skills and knowledge necessary for them to go on to achieve anything they can dream of. Wellbeing and mental health affect how a person thinks, feels and behaves in daily life. Children will only be successful academically if they have a positive level of wellbeing and mental health. We want to ensure that all children are supported to do well emotionally and physically, so that they can achieve academically. This means also actively supporting all staff and families to have a high level of wellbeing.

Values and Aims

At Pleasant Street Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We recognise that positive wellbeing and mental health is everybody's business and that we all have a role to play.

Characteristics of a person with positive wellbeing and mental health (Curriculum Aims)

A person who has a positive level of wellbeing and mental health will be able to:

- feel good about themselves
- learn new things
- enjoy being successful and try again after not being successful yet
- feel, express and manage a range of big and small emotions
- build and maintain healthy relationships with others
- cope with changes and the unknown

At our school we:

- Help children to understand their emotions and feelings
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to celebrate diversity and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- our school values and encouraging a sense of belonging
- pupil voice and opportunities to participate in decision-making
- celebrating academic and non-academic achievements
- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- providing opportunities to reflect
- access to appropriate support that meets children's needs.

Curriculum Intent

- Promote positive wellbeing and mental health in all students and staff with input for all children throughout the year.
- Develop resilience amongst the children and raise awareness of resilience building techniques.
- Enable staff to identify and respond to early warning signs of a child who is struggling.
- Have a clear pathway of support in place for those that are identified as needing extra support, with the right support being given in a timely manner.

Curriculum Implementation

- PHSE curriculum includes skills, knowledge and understanding to keep themselves, and others, physically and mentally healthy and safe
- Diversity Days
- Class worship time often focusses on wellbeing and resilience.
- Internet Safety: Computing
- Physical Health and Fitness: P.E.
- Healthy Eating: DT, Science
- Drugs, Alcohol and Tobacco: Science
- Health and Prevention: Science
- Puberty: PSHE, Science
- First Aid training at various stages
- “Five Ways to Wellbeing” is a strategy employed throughout the school to promote the purposeful development of positive wellbeing amongst the children
- All staff are trained in spotting the early signs of poor wellbeing or mental health and a triage system is in place to identify individual support needed This could be additional support in class, 1-1 or group work in school with our Family Liaison Officer or Counsellor or referral to outside agencies

Appendix 1

Healthy, Happy and Ready to Learn Flow Chart

Child presentation throughout the school day				
Emotional Peer problems	Conduct	Hyperactivity		
Low Are the behaviours demonstrated ongoing? Are the behaviours out of character for the child? e.g. not engaging with work, disruption in class, tapping, fiddling	Medium Does the child in regards to their behaviour stand out from their peer group? e.g. not conforming with rules, Good to be Green not effective	High Is this a red card incident? e.g. physical action against other children/staff. Self-harm behaviours. Rudeness to staff/other children. Language used - hate speech.		
Alert KS ad JL on CPOMs		Act upon instantly SLT - Dealt with same day. Meet with parents if appropriate.		
		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">1 off? Class Teacher to monitor</td> <td style="text-align: center;">Frequent? Class Teacher to complete SDQ</td> </tr> </table>	1 off? Class Teacher to monitor	Frequent? Class Teacher to complete SDQ
1 off? Class Teacher to monitor	Frequent? Class Teacher to complete SDQ			
Staff to complete Strengths and Difficulties (SDQ) and referral form with observed behaviour. Completed questionnaire triaged regularly (including those pupils with SEND). SDQ gives a score which indicates appropriate support.				
<p>Next Steps...</p> <p><u>Score below 18</u> - Changes within class to support child (Class Teacher given strategies and supported by JL and KS). Reviewed 4 weekly. Usually appropriate to speak to parents saying KS is involved in supporting child within class.</p> <p><u>Score 18 - 21</u> - Changes within class to support child (monitor progress after 2 weeks) or Small group work, 1-1 Transformative play or 1- 1 Emotional Literacy session with KS dependant on child's needs. Support also offered in class. Parents complete SDQ and give permission for support.</p> <p><u>Above 21</u> - Parents complete SDQ and teacher pupil agreement made to work as a team. Sessions 1:1 with KS (Family Liaison), referral considered to SW (School councillor)</p> <p><u>28+</u> - Onward referral definitely required for specialist support e.g. CAHM's, Educational Psychologist Involvement. SW to support alongside outside specialist referral whilst awaiting allocation.</p> <p>How do we know the intervention is working? Small group and 1-1 sessions to be reviewed half-termly. Progress tracked through monitoring SDQ scores and child's presentation within class.</p>				

School Councillor Support

Internal referral CT/SLT e.g. Trauma, bereavement	Internal referral SDQ outcomes Above 21, 28+	Ongoing support - Previous pupils already supporting including child self-referrals for a top up session.
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Appendix 2
Teacher/Senco/Referrer

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour the last six months or this school year.

Child's Name.....

Male/Female

Class

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights or argues with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Signature Role..... Date:

Thank you very much for your help