|  |  |
| --- | --- |
| **Key Aspect:** | **What this looks like in our school:** |
| Our Vision: | ‘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 Organisation)​*  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 students affected both directly and indirectly by mental ill health.  At Holly Park 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. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. 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 and can help engender a sense of belonging and community. Our role in school 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, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:  • All children are valued.  • Children have a sense of belonging and feel safe.  • Children feel able to talk openly with trusted adults about their problems without feeling any stigma.  • Positive mental health is promoted and valued.  • Bullying is not tolerated |
| How we provide visible senior leadership for mental health and wellbeing: | A Designated senior mental health lead – Ann Pelham  Deputy Designated senior mental health leads (Mental health First Aiders) – Maria Michael, Diana Kelly, Kathy Puzey, Eve Mehtar  A mental Health and wellbeing governor – Annemarie Thomas  A Learning Mentor and ELSA  A Pastoral Team |
| How our culture, ethos and environment promote respect and value diversity: | As a school we:   * Have a commitment to equality of opportunity with appropriate support and enrichment. * Value children as individuals, enabling them to develop a positive self-image and respect for others. * Value and celebrate our rich diversity. * Believe that special events and traditions play an important role in school life. * See the school as a learning community where everyone works hard and enjoys themselves.   We aim to Develop Pupils who:   * Have a strong moral, cultural, emotional, spiritual and social purpose * Develop healthy minds and healthy bodies * Are rounded individuals who believe in their own potential * Have high standards of behaviour and tolerance by developing respect and responsibility for themselves and their community * Will be good citizens of the future who understand the principles of British Values. * Take an active part in the life and work of the school and have a desire to go on learning throughout life * Have self-esteem, self-confidence, self-discipline and responsibility   Our behaviour policy is based on – Ready Respectful Safe |
| The focus given within our curriculum to promote resilience and support social and emotional learning: | Our PHSE curriculum supports resilience and supports social and emotional learning through the 4 golden threads that run through the curriculum from EYFS to Y6:  Health & Wellbeing, Relationships, Living in the wider world, Equality and British values  Special days and weeks: Equality afternoon, Internet safety days, Children’s Mental Health Week. Wellbeing Week, National School diversity week  Assembly themes, Talk Times, Debate |
| How we ensure that all pupils/students have the opportunity to express their views and influence decisions: | Good relationships between staff and pupils Talk Times weekly Learning Mentor  Worry Boxes in classes  Many Pupil Voice groups – mini mentors, wellbeing champions, reading champions, JTAs, Play leaders, School Council, Learning Council, Eco Council, Healthy Living Council, Rights Respecting Champions, Anti Bullying Ambassadors  Pupil Questionnaires |
| How our staff are supported and developed in relation to supporting their own wellbeing and that of our pupils/students: | Holly Park is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced where possible without impacting on the essential duties that staff must carry out. We recognise that excessive hours of work can be detrimental to staff health and effectiveness. We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We want a culture where staff receive effective professional development, where staff receive meaningful engagement with leaders and where any identified workload issues are addressed. We aim to respond sensitively to external pressure which affects the lives of staff members and support them appropriately whilst being fair to all staff and considering HR advice. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable. We want Holly Park staff to know that wellbeing of staff will remain a constant focus for the school Leadership. Happy staff make for happy pupils.  We recognise that whilst the school plays a part in mental health and wellbeing, that first and foremost staff are responsible for their own mental health and wellbeing and as far as possible the school will support staff to improve their own knowledge and skills around wellbeing and work life balance. Staff need to invest in themselves. Work is only one of the pressures on personal stress, All of the other pressures e.g sleep, exercise, food etc are personal and staff have to manage these for themselves.  We provide specific staff training for senior staff – e.g Mental Health First Aid  We provide training for all staff as appropriate |
| How we Identify the needs of our pupils/students and monitor the impact of interventions in this area: | Staff may become aware of warning signs which indicate a pupil may be 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 on CPOMs and also with a member of the pastoral team.  A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.  The pastoral team meet weekly to discuss pupils and decide on a course of action or support. They measure the impact of intervention. |
| How we work in partnership with parents and carers to promote mental health and wellbeing: | Our Learning Mentor is always available at the start of each day to talk with parents about any concerns they have. We run parenting classes (Parent Gym) and encourage parents to attend these. We also have parent champions.  We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. Parents are often very welcoming of support and information from the school about supporting their children’s emotional and mental health. In order to support parents, we will:   * Highlight sources of information and support about common mental health issues on our school website * 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 the school website * Share ideas about how parents can support positive mental health in their children through parent meetings * Keep parents informed about the mental health topics their children are learning about in PSHE   Where it is deemed appropriate to inform parents about a specific issue, we need to be sensitive in our approach. We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common and that help and advice are available. Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs. |
| How we provide targeted support and ensure that we make appropriate referral to support services for pupils/students with particular mental health and wellbeing needs: | We recognise that many behaviours and emotional problems can be supported within the School environment. However some children will need more intensive support from qualified practitioners at times, and there are a range of mental health professionals and organisations that we work with to provide support to children with mental health needs and their families.  They are:   * CAMHS * Educational Psychologist * Family Resilience Programme * Child and Adolescent Psychotherapy and Counselling * School nurse * BYCAS |