



LANGSTONE PRIMARY ACADEMY



MENTAL HEALTH AND WELLBEING POLICY

We use the World Mental Health Organisation's definition of mental health and wellbeing: a state of wellbeing 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 their community.

Aims:

At Langstone Academies, it is our vision that all children and adults are entitled to develop to their fullest potential academically, socially, emotionally and into healthy individuals, enabling each to grow in confidence and be able to fully participate in the wider community. It is widely recognised that emotional health and wellbeing influences cognitive development and learning, as well as physical and social health and mental wellbeing into adulthood. At our schools, we aim to promote positive mental health for every child, parent/carer and staff. We pursue this aim by using whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils, families and staff. We are a values-led employer and the culture and ethos of the school, as well as the strategies which are in place to support staff wellbeing are led by the Senior Leadership Team and supported by the Pastoral Team.

Langstone Junior Academies aim to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing. The key elements to support good mental health are:

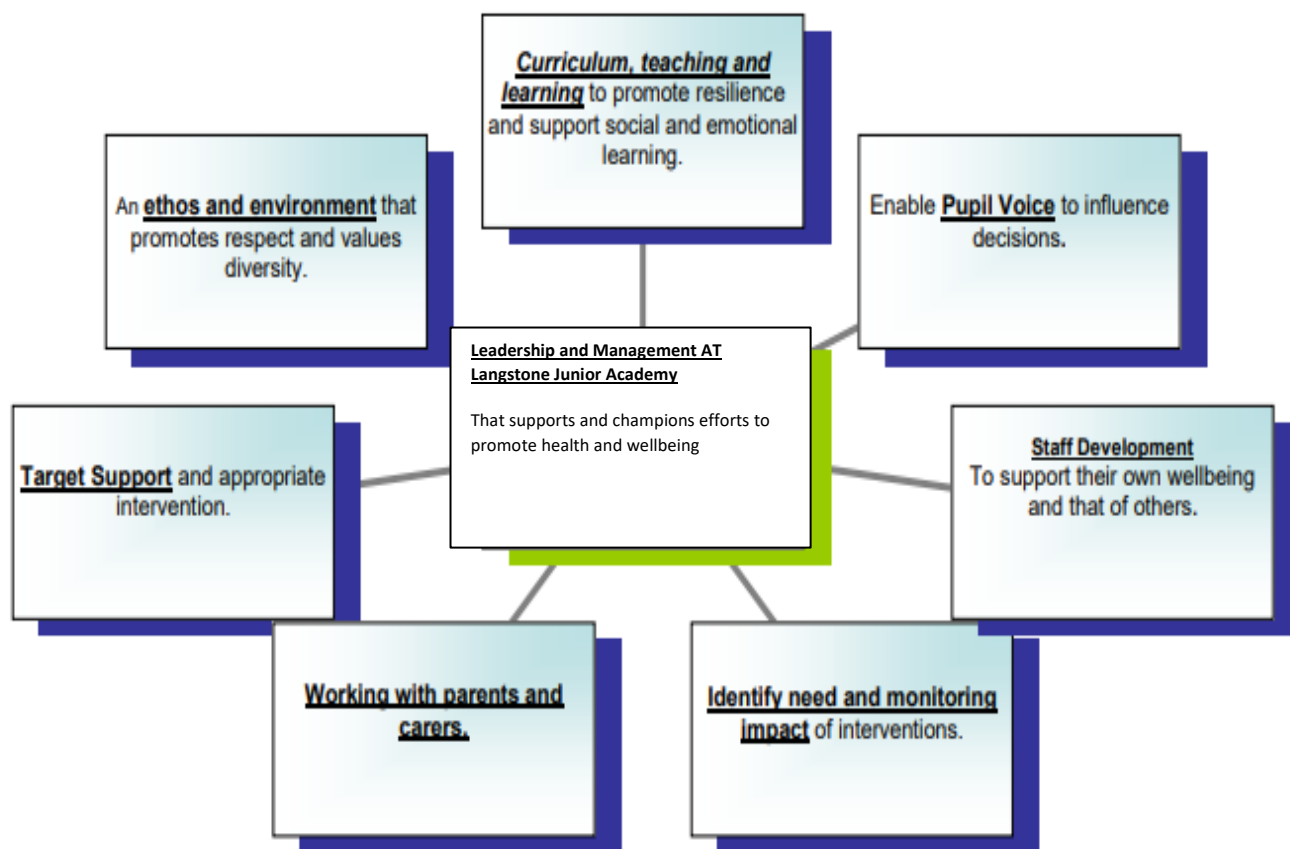
Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment, including feelings like curiosity, engagement and safety.

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 positive mental health and wellbeing, Langstone Junior Academy aims to:

Create an approach on the principles taken from the national minimum standards (2015) (section 3 pp8, 9) and the 8 key principles identified in 'Promoting Children and Young People's Emotional Health and Wellbeing' (2015).

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges



All staff should promote positive mental health, but it is important to have a team that champions mental health. At Langstone academies, we have the Holistic Care Team (The Mental Health Lead, The Wellbeing Lead and the Safeguarding Curriculum Lead) who will maintain the importance of good mental health and well-being.

How will we do it?

Staff

For our Staff, we will:

Provide, as a minimum, regular training about recognising and responding to mental health issues, in addition to their regular child protection training to understand about protective and risk factors for mental health in order to enable them to keep pupils safe.

Some good websites for staff who wish to learn more about mental health are:

<https://www.minded.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/training/>

Provide sources of support which will be displayed in the staffroom.

Provide all staff with listening support in relation to emotional wellbeing and recognition of this

ensure that work/life balance is priority.

Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.

Demonstrate a model of relational and restorative practice, led by the SLT in order to ensure staff feel valued and cared for and is confident in using the same approach when relating to children.

Pupils:

In a school setting, when a student feels more connected to the adults, to their peers and to the school as a whole, they will feel happier and therefore, be more productive. (Mark Finnis – Independent thinking on restorative practice)

For Pupils we will:

Ensure that they feel valued and cared for through our relational/restorative approach and will ensure we think about the *child* before we think about the student.

Promote the core values of *care and respect* through positive adult role models, themed assemblies and celebrating both academic and non-academic achievements.

Focus on the personal development of children as resilient reflective thinkers through 'Langstone Learner' and 'Little Langstone' award and the PSHE curriculum.

Provide with choice and ownership to value views and opinions through P4C, a democratically elected school council and pupil interviews and questionnaires.

Enable, and promote the development of self- regulation and coping strategies through our behaviour policy and targeted support.

Offer a range of mental health and wellbeing resources, based on their needs, including personalised and differentiated activities for the most vulnerable and transition support.

Provide small friendship and social skills groups to encourage positive relationships.

Use the power of reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc. – where it is age appropriate, the whole school will explore the same PHSE themed book.

Families:

For families, we will:

Provide a holistic and multi- agency approach that is identified in the children's individual SEN support plans.

Organise a range of Mental Health workshops accessing expertise from the MHST. This includes topics such as anxiety, stress management and sleep.

Provide information and signposting to organisations which offer mental health support.

Provide support with children who have mental health needs through sensitive and supportive regular meetings and signposting.

Share and allow parents/carers to access further support.

Ensure that parents/carers are aware of who to talk to if they have any concerns about their child.

Give parents/carers guidance about how they can support their child's/children's positive mental health.

Family Wellbeing Support and Interventions:

If you are concerned a parent is suffering from poor mental health and needs support, you can refer them to the Mental Health Lead or SENCO who will sign post them to the support resource in the Care First package.

Written: 03 January 2023

Review date: January 2026