



Mental Health and Wellbeing Policy

Definition of Mental Health and Well-Being

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).

Intent

The intent of our Mental Health and Wellbeing curriculum is to deliver a whole school approach to ensure we promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. Dinnington First School is a place for children and young people to experience a nurturing, supportive and kind environment that develops self-esteem and gives positive experiences for overcoming adversity and building resilience.

Implementation

Our role in school is to ensure that children are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health 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 be a school where:

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly with trusted adults
- Positive mental health is promoted and valued
- Bullying is not tolerated

We want all children/young people to:

- Feel confident in themselves
- Be able to express and understand a range of emotions appropriately
- Be able to make and maintain positive relationships with others – show **kindness**
- Be able to cope with the stresses of everyday life - build **resilience**
- Be open minded and able to deal with change – be **open to new experiences**
- To learn and achieve – be **successful**
- To feel valued, respected and included in our school community, and to behave in a way that ensures others feel valued, respected and included too – so we all have **community spirit**.

These criteria link directly to our Dinnington School values, the Dinnington ROCKS.

Resilience
Open to new experiences
Community Spirit
Kindness
Success

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included in our Dinnington ROCKS School Values (see above), as part of our developmental PSHE curriculum, and embedded within the wider curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

In addition to children's well-being, at Dinnington we recognise the importance of promoting staff mental health and wellbeing.

We want all staff to

- Feel valued, respected, happy and safe at school.
- Feel like their workload is manageable.
- Have access to training and support to help them develop their professional skills
- Feel part of a great team and a caring school community.

Impact

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses seven aspects:

1. All members of the school understand the school ethos, policies and behaviours that support mental health and resilience.
2. Pupils will have developed social relationships, support each other and seek help when it is needed.
3. They will be resilient learners.
4. Pupils will have developed their social and emotional skills and have an awareness of mental health.
5. There will be early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services.
6. The school will work effectively with parents and carers.
7. Staff receive support and training to develop their skills and resilience.

We recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

Assessment, interventions and support

All concerns are reported to the designated adults within school ensuring the child/children get the support they need, either from within the school or from an external specialist service.

Parents or carers can approach their child/children's class teacher if they have mental health concerns.

To support parents and carers we will:

- Provide information about mental health on the school website.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental via the school mental health newsletter.
- Organise coffee mornings for parents encouraging parents to chat, socialise and share experiences.

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March 2024