



## **Mill Lane Community Primary School &**

### **The Windmill Community Nursery**

***Growing, Thriving, Flying***



### **Mental Health & Well-Being Policy**

This policy applies to Mill Lane Community Primary School and the attached Windmill Community Nursery as well as the extended services provision provided by Mill Lane.

#### **Introduction**

Mill Lane School and the Windmill Community Nursery offer a happy, safe and caring environment. We have a unique community atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities.

#### **Rationale**

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore improves their capacity to learn.

#### **Aims**

The children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

#### **What is 'good' emotional health and wellbeing in our school?**

- The ability to recognise, acknowledge and manage feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long-lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- For all in our school

#### **We want our children to:**

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

## Core Principles

There are key actions that schools can take to embed the whole school approach to emotional health and mental well-being. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning
- Pupil voice
- Staff development, health and well-being
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently applied across the whole school, they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff well-being, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil well-being including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, well-being and mental health in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour including low level disruption and absence.
- Reducing risky behaviour such as impulsiveness, uncontrolled anger and bullying.

## Curriculum

We promote emotional health and well-being through the formal and informal curriculum. Our approach includes:

- School Code of Conduct
- Class Codes of Conduct
- Clear rewards and sanctions, understood and applied by all
- Rewarding positive behaviour and achievement
- Positive Growth Mindset
- Setting appropriately challenging tasks
- Providing a forum for listening and talking e.g. circle time, PSHE lessons
- Encouraging cooperation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

The school promotes problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities are created to explore issues appropriate to children's ages and stages of development. Staff differentiate according to the needs of the children.

We also promote emotional health and well-being through our values based education and emphasis on the 8 characteristics of positive learning: improve, work together, take a challenge, focus, stick at it, have a go, open your mind and take pride.

Children are grouped in a variety of ways to promote the achievement of their best. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

We see parental involvement as an important part of emotional well-being. We provide regular opportunities to promote partnership with parents, including:

- Coffee mornings in Term 1 in order to meet the staff and find out about the organisation, routines and curriculum in each class.
- Parent consultation evenings 3 times a year.
- Annual parent questionnaire
- Parental workshops covering aspects such as e-safety, phonics, creative writing and calculation strategies.
- Family assemblies and end of term celebrations.
- Parental involvement in pupil profiles for SEND children.
- Family support program offering workshops and practical advice.

### **Pastoral Support for Pupils**

Our approach to pastoral support includes:

- Recognising and responding positively to a child's emotional, mental health and/or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being.
- Liaising with appropriate agencies to enlist advice and/or support.
- Nurture sessions
- A School Council
- Celebration assemblies
- A whole school system of rewards: star of the week, Dojo Points, headteacher praise awards.
- 1:1 support
- Providing a broad and creative curriculum

This policy will be reviewed every 2 years.

**Reviewed:** June 2023

**Next Review:** June 2025

**Agreed by the Behaviour & Welfare Committee**

**Signed on behalf of the Governing Body:**

