



St Mary's Church of England Primary School  
Established 1845

# St Marys Primary

## School Mental Health and Wellbeing Policy

The national criteria state:

*"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".*

At St Marys we work towards positive Emotional Health and Wellbeing in the whole of our school community, for adults as well as children.

### CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion, and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping pupils and staff feel happier, more confident, and more motivated.
- helping to meet legal, ethical, and curricular obligations.

### AIMS

#### General

To foster a happy well-motivated pupils and staff who get more out of life at their place of work.

#### Teaching and Learning Benefits

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better.
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning Behaviour and attendance.
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school.
- Fewer disaffected pupils disengaged from learning.
- Improved behaviour and attendance
- Less bullying

### **Staff Confidence and Development**

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

### **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

#### **The school promotes and provides a range of services to pupils:**

- Our lead Teachers act as child counsellors.
- Work within the RSE is aimed at embedding emotional well-being throughout the wider curriculum.
- School council encompasses children in decision making and identifies pupils' concerns.

- Pastoral staff (lead teachers) are qualified first aiders (All paediatric and DSL trained)
- Co-ordinated support from a range of external organisations (School Nurse and Early Help (MASH))
- Pre-reception half days to aid transition from playgroups.
- Welcome days and transition events for Year 6 pupils.

### **The school promotes an anti-bullying culture through:**

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile of anti-bullying procedures and policy through posters, assemblies, and events such as national anti-bullying week materials.
- Active listeners, including assistants and adults other than school staff to whom the victim may turn. All trained in disclosure issues.

### **The school promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Allocating a school council budget
- Opportunities in assemblies

### **The school promotes the involvement of parents and carers in the life and learning of the school through:**

- Parent questionnaires
- Regular consultation about change and development through special meetings
- Subject Focus assemblies and occasional music evenings.
- Involvement in extracurricular activities.

- Regular communication and involvement over pupil progress, behaviour and pastoral issues if required. Parents are welcome to meet with staff after school.

### **The school facilitates a context for learning through:**

- Enhancing school and classroom layout; facilities and resources.
- Recognising the background of individual pupils and their physical, social, and emotional needs.
- Establishing clear rules, routines, and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring, and constructive relationships

### **The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral support, learning support, teaching assistants and outside agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils.
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical, and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability, and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels.

### **The school enhances pupil self-esteem and personal development through:**

- The Relationships & Sexual Education Curriculum which includes Citizenship and PSHE.
- The ethos of tolerance and self-worth, which are key areas in all we do.
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council, house captains and sports club helpers.
- An emphasis on praise and reward within the classroom.
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

“The school’s work to promote pupils’ personal development and welfare is outstanding.”

OFSTED April 2017

**The school enhances staff motivation, learning and professional development through:**

- Curricular planning time (PPA) within the school week
- Whole school training events, including INSETS, Universal Safeguarding and Paediatric First Aid.
- Access to appropriate external training
- Involving all Lead Teachers in decision making, policy writing and proposed change e.g., frequency of assessments and reporting to parents and so on.
- Consultation on training and support needs through appraisal reviews.

**Monitoring/Review**

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, considering performance management (staff self- assessment and appraisal meetings with the Principal & Chair of Governors). These meetings include a discussion on life work balance, future training need and staff concerns.

“Pupils who have particular needs, including those who have faced difficulties in their lives, get sensitive and constructive support that builds confidence, self-esteem and emotional well-being.”

OFSTED April 2017

Date Implemented: January 2021

Approved by Chair of Governors

Responsibility: Governing body and Principal

Review Date: January 2023

Useful Links

We All Have Mental Health

<https://www.youtube.com/watch?v=DxIDKZHW3-E>

Anna Freud Steps Approach

<https://www.youtube.com/watch?v=Q5nCXZkcvOo>



## Measuring Wellbeing in Primary Schools

[https://www.corc.uk.net/media/1506/primary-school-measures\\_310317\\_forweb.pdf](https://www.corc.uk.net/media/1506/primary-school-measures_310317_forweb.pdf)