



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

MENTAL HEALTH & WELL-BEING POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 6th February 2019

It is due for review in Spring 2021

Signature 

Head Teacher

Date 

Signature 

Chair of Governors

Date 



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Mental Health and Emotional Wellbeing Policy

CONTEXT AND RATIONALE

'Mental health is 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 her or his community' World Health Organisation

'Mental health is the capacity to live a full and productive life as well as the flexibility to deal with its ups and downs. In children it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities' Young Minds

In 2017, 1 in 10 children aged 5-16 had a diagnosed mental health need.

1 in 4 adults will experience mental health difficulties at least half of which can be traced back to childhood.

Leverstock Green School ethos promotes a caring and supportive environment where each individual is valued and respected. We have high expectations for all and aspire to achieve excellence but understand that life challenges can increase vulnerability and at times, additional support may be needed to maintain or improve mental health. We recognise that the mental health and emotional wellbeing of children, adults in school, parents and carers and the wider school community can have an impact on all areas of development, learning, achievement and experiences. We promote good mental health and wellbeing in just the same way as physical health.

We support the National criteria which states:

'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".

Good mental health and emotional wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, enabling everyone to achieve their potential and improving behaviour and attendance
- respecting difference and diversity and promoting social inclusion
- developing self-esteem and building resilience to meet and manage challenges, maintain positive relationships and foster a sense of belonging in school and in the wider community
- involving pupils more fully in the operation of the school
- helping pupils and staff feel happier, more confident and more motivated

AIMS

To ensure that the pupils, staff, parents and governors at Leverstock Green School acquire and develop the knowledge, understanding, skills, capabilities and attributes which they need for good mental health and emotional and physical wellbeing:



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We will provide a mentally healthy environment with

- a named mental health lead and trained first aider Mrs Heather Clarke who promotes good mental health and emotional wellbeing across the whole school community with the expectation that 'mental health is everyone's business'
- a named mental health governor Mrs Frances Bull
- a clear and agreed ethos and culture that values and respects all
- a commitment to being responsive to children's needs understanding protective and risk factors with the skills to identify mental health problems and ensure children get the support they need
- therapeutic intervention arranged where needed
- strong links with external agencies to provide access to support and information

We will provide a mentally healthy environment where children

- are engaged in their learning and experience success
- have their unique talents and abilities recognised and developed
- have their academic and non-academic achievements celebrated
- have opportunities to participate in decision making and in activities that encourage belonging
- have opportunities to develop a sense of worth through taking responsibility for themselves and others
- feel confident and have high self esteem
- make and maintain positive relationships with others
- are able to manage everyday stress and cope with change such as transition
- are taught social and emotional skills and have an awareness of mental health including practising mindfulness and spirituality
- have opportunities for reflection and spiritual development
- feel supported by the school's Christian values of love, respect and forgiveness, the 5Rs learning powers and the school's behaviour and anti bullying policy and procedures
- are surrounded by adults who model positive behaviour and interaction and who promote and value mental health and emotional wellbeing
- are able to talk openly with trusted adults
- have access to appropriate support that meets their needs including class worry boxes, Nurture group, mentoring and therapeutic input

We will provide a mentally healthy environment where staff

- are able to carry out their roles and responsibilities effectively and provided with opportunities for training and development
- have time to reflect
- have success recognised and celebrated
- have their unique skills and talents recognised
- feel valued and have opportunities to contribute to decision making processes
- have recognition of their work-life balance
- have their individual needs recognised and responded to in a holistic way
- have support for their mental health particularly at times of emotional needs in both the short term and the long term



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We will provide a mentally healthy environment where parents and carers

- are recognised for the contribution they make to their child's mental health
- are involved in school life and learning
- are confident that their opinions are recognised and valued
- understand the school's expectations of their responsibilities
- have their strengths and difficulties recognised but also challenged if appropriate
- are supported by staff and signposted to appropriate agencies where necessary
- are welcomed to work in partnership with the school and external agencies

ROLES AND RESPONSIBILITIES

The promotion of mental health and emotional wellbeing and raising the achievement of all pupils is the responsibility of all staff and governors.

The Head and Senior Leadership Team will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.

The mental health lead and link governor will evaluate and review this policy every 2 years.

Staff will be responsible in ensuring the policy is implemented and will be aware of the implications of it in their planning of activities, teaching and learning strategies and their management of behaviour

Pupils will understand the importance of mental health and emotional wellbeing as part of the school ethos and values and the curriculum.

Parents and carers will be encouraged to participate fully in implementing this policy in partnership with the school.

The Governing Body has ratified this policy and will assess and monitor its impact annually.