Whickham Parochial C of E Primary School

Pupil Wellbeing and Positive Mental Health Policy

'Let your light shine before people, that they may see the good things you do and praise your Father in Heaven.'
Matthew 5:16

Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment with Christianity at the heart of all we do, in which every child has the opportunity to let their light shine - for themselves, for their community and for the world.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging, quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.

Policy Statement

Our vision is for everyone at Whickham Parochial C of E Primary School to let their light shine, for themselves and for others. In order to support this, we are committed to promoting positive mental health and emotional wellbeing for all employees. Our Christian, open and nurturing culture allows all voices to be heard, and through the use of effective policies and procedures, we aim to provide a safe and supportive environment for all. We recognise the importance of identifying and supporting pupils with mental health issues and we are committed to providing an environment which actively promotes the mental wellbeing of all and lives out our values of kindness, friendship and resilience.

Definitions

Good Mental Health is the emotional and spiritual resilience, which enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own and others' dignity and worth.   (Health Education Authority)

Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with knockbacks and unexpected changes.

Stress is the adverse reaction people have to excessive pressures or other types of demand placed on them.   (Health and Safety Executive)

Policy Aims

• 	Promote positive mental health and emotional wellbeing for our community.
• 	Remove the stigma of mental health issues.
• 	Increase understanding and awareness of common mental health issues.
• 	Enable staff to identify and respond to early warning signs of mental ill health in pupils.
• 	Enable staff to understand how and when to access support for pupils who may have mental health issues.
• 	Provide the appropriate support to pupils with mental health issues.
• 	Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
• 	Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
• 	Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

Responsibilities

Whickham Parochial C of E Primary School are happy to recognise that we have a legal responsibility and duty of care for the mental and physical health of our pupils.
This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:
• 	Senior Mental Health Lead – Rachel Walton
• 	Health and Wellbeing Lead – Hollie Lees
• 	Designated Safeguarding Lead – Rachel Walton
• 	Designated Deputy Safeguarding leads –Laura Hull and Jane Beasley
• 	SENCO - Jane Beasley

Promoting Good Mental Health

Curriculum

 Parochial follows the SCARF programme for RHE which support us in promoting positive behaviour, good mental health, wellbeing, resilience and achievement. The units of work focus specifically on wellbeing, mental health and resilience in the categories of Respectful Relationships (including bullying behaviours) Online Relationships and Being Safe.

In addition to this, we will ensure that:
- Opportunities for work outside of the classroom are utilized.
- We observe mental health awareness days, including Hello Yellow for World Mental Health Day on 10th October and Time to Talk Day on 6th February.
- We engage annually with the NSPCC to ensure that pupils know that they have someone to go to for help.
- Our collective worship is values led, supporting pupils in feeling that they belong to a larger family and have good relationships that they can draw on for support.

Values and Growth Mindset

Our school values of kindness, friendship, service and resilience are instrumental in improving children's mental health. Knowing how to be a good friend, and having good friends around us; being supported by our peer and the adults around us; having a sense of belonging; and also knowing you have power and agency to make a difference in your own life and the lives of others, are powerful tools for good mental health.

Having a growth mindset has an enormous impact on wellbeing. People who have a fixed mindset feel that their talents or abilities are innate and that they cannot change them. For more able children, this means that 'cleverness' becomes a fixed part of their self-esteem leading to a fear of challenge and failure (which is an inevitable part of life). For less able children, it can lead to a feeling in inferiority and hopelessness. We are recognising that a fixed mindset is present in a lot of the children who struggle with anxiety. In order to support pupils in developing the habit of growth mindset, we

- Ensure that praise focuses on process not outcome (effort not attainment)
- Continue to use mixed ability grouping
- Use metacognitive strategies so that children feel more powerful in their learning
- Use Kagan Co-operative Learning structures to increase confidence in our pupils group work and oracy.

Responses to Mental Health Problems

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

This can be defined as:
- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- other mental health problems including eating disorders, habit disorders, post-traumatic stress syndromes; sleep disorders; and psychotic disorders such as schizophrenia and manic-depressive

disorder.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

If a member of staff is concerned about the mental health or wellbeing of a pupil or parent, in the first instance, they should speak to the Senior Mental Health lead and record their concerns on CPOMs or a Cause for Concern form.

If there is a concern that the pupil is at high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the parents, and relevant professionals.

Teaching and learning

For all pupils with mental health needs, reasonable adjustments will be made to ensure full access to the curriculum. These may include:
•   Breaks from class when required;
•   Provision of stress relief toys;
•   Work broken into small chunks;
•   Individual behaviour plans

Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert Pupil and Wellbeing Officer.

Possible warning signs, which all staff should be aware of include:

•   Physical signs of harm that are repeated or appear non-accidental
•   Changes in eating / sleeping habits
•   Increased isolation from friends or family, becoming socially withdrawn
•   Changes in activity and mood
•   Lowering of academic achievement
•   Talking or joking about self-harm or suicide
•   Abusing drugs or alcohol
•   Expressing feelings of failure, uselessness or loss of hope
•   Changes in clothing – e.g. long sleeves in warm weather
•   Secretive behaviour
•   Lateness to, or absence from, school
•   Repeated physical pain or nausea with no evident cause

Targeted support

When thresholds are met referrals may be made to:
•   Single Point of Access (SPA) - Gateshead Council
•   CAMHS
•   Children and Young People's Service (CYPS) - Gateshead Council
•   School nurses - Gateshead Council

Whickham Parochial Church of England Primary School

Let your light shine!

Health and Welfare of Parents and Carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:
- Meeting all EYFS parents in person to discuss their child and any concerns
- Encouraging parents into school for events such as workshops and Friends events
- Ensuring Senior Leadership Team (SLT) are visible and accessible
- Working hard to develop a close relationship with parents and carers which allow us to offer support

This policy is linked with our Equality, Inclusion, Behaviour, SEND, RHE and Managing Pupils with Medical Conditions Policies.

Headteacher	Mrs Rachel Walton
Chair of Governors	Mrs Lorraine Ferguson
Date of Approval	21/01/2026
Date of Review	21/01/2029