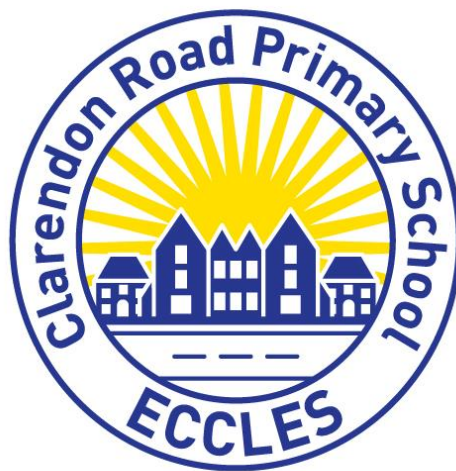


CLARENDON ROAD PRIMARY SCHOOL



Mental Health and Wellbeing Policy - Pupils

Approved by:		Date:
Last reviewed on:	March 2022	
Next review due	March 2024	

Mental Health is “the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in ours and others’ dignity and worth. It is influenced by our experience and our genetic inheritance” (World Health Organisation).

Mental Health affects all aspects of life and behaviour.

The Department for Education recognises that, in order to help pupils succeed, schools have an important role to play in supporting children to be resilient and mentally healthy. It is widely recognised that a child’s emotional health and wellbeing influences cognitive development and learning, as well as their physical health and mental wellbeing into adulthood.

Policy Statement

At Clarendon Road Primary School, our mission statement is

Be Happy, Be Proud, Shine!

This highlights the importance that we place on supporting children’s emotional health and wellbeing by ensuring children are happy, listened to, show resilience, determination and take pride in their achievements.

We are committed to supporting the emotional health and wellbeing of our school community. Our supportive and caring ethos values each individual’s contributions.

At Clarendon Road, we acknowledge that everyone experiences life challenges. These challenges may make us feel more vulnerable and we may need to seek additional support.

Our open and honest approach supports our view that positive mental health is everybody’s business. We all have an important role to play to ensure that we are taking care of our own mental health and wellbeing and that of others.

At our school we:

- ❖ Help children to understand their emotions and feelings better
- ❖ Help and encourage children to share any concerns or worries
- ❖ Help and support children socially
- ❖ Help pupils to form and maintain relationships
- ❖ Promote self-esteem and ensure children know that their voices count
- ❖ Encourage resilience and a growth mindset approach to new challenges.

We promote a mentally healthy environment through:

- ❖ promoting Spirit of School achievements (see Appendix 1)
- ❖ listening to pupils’ voices through our School Council meetings
- ❖ celebrating academic and non-academic achievements through Star Slip and Celebration Assemblies
- ❖ an established RSHE curriculum which teaches children the skills they need to develop and maintain positive mental health

- ❖ providing opportunities to take responsibility and reflect
- ❖ celebrating Mental Health weeks and hosting special activities to support positive mental health.

Our team

Mrs Gallagher – Headteacher/Designated Safeguarding Lead

Miss Stott – Mental Health Lead and Mental Health First Aider

Miss Elliot – Mental Health First Aider

Mrs Hicks – Learning Mentor/ Designated Safeguarding Lead/ Mental Health First Aider

Mrs Clarke – SENDCO

Miss Crook – PSHE lead

Mrs Louw –Mental Health Link Governor

All teaching staff are Mental Health First Aid trained and have a responsibility to promote the positive mental health of children and recognise any signs that may show concerns about mental health and wellbeing.

Our curriculum

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum (Appendix 2).

Our PSHE curriculum is delivered in a sensitive manner and is determined by the specific needs of the cohort.

Targeted Support

We offer support through targeted approaches for individuals or groups of pupils who have been identified as needing additional support for positive mental health and wellbeing. These may include:

- ❖ Circle time approaches
- ❖ Therapeutic activities including Lego therapy, sensory play and art therapy
- ❖ Mental Health and Wellbeing Group work
- ❖ Bereavement support
- ❖ Therapeutic Wilderness sessions

We assess, track and monitor wellbeing where appropriate using:

- ❖ Strengths and Difficulties Questionnaire
- ❖ The Boxall Profile

- ❖ Blob trees

Identifying needs and warning signs

All teaching staff are Mental Health First Aid trained.

They have an awareness of warning signs that may indicate a pupil requires support for their mental health and wellbeing. These warning signs are always taken seriously and staff observing these signs communicate their concerns with the Designated Safeguarding Lead or the Mental Health Lead as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism.

Working with Parents

We recognise that family play a key role in influencing children's emotional health and wellbeing. We work in partnership with parents and carers to support children's emotional health and wellbeing by:

- Contacting parents if we have any concerns in school
- Ensuring that all parents are aware of who to talk to if they have concerns about their child's emotional health and wellbeing
- Listening to and acting on the concerns of parents
- Sharing sources of further support
- Highlighting sources of information to support mental health and emotional wellbeing
- Ensuring this policy is easily accessible through our website
- Providing parent workshops/drop in sessions to share information and to support their own and their child's emotional health and wellbeing
- Sharing the mental health topics that are covered in our PSHE curriculum and sharing ideas of how this can be extended at home.

Working with outside agencies







As part of our targeted provision, we work with outside agencies to support children's emotional health and wellbeing. These include:

- The school nurse
- Educational Psychologists
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Services)
- Counselling services
- Family Support Workers
- Therapists
- Social Workers

Appendix 1







Spirits of School

The *'Spirit of School Awards'* are alive at Clarendon Road Primary School. We expect all members of the school community to live up to a high code of personal behaviour that can be used in all parts of their life. There are rewards and celebrations along the way, with events in school that will help show how other people live up to these values in work, sport and everyday life.







	<p><i>Be honest with others and with yourself:</i></p> <p>Have the courage to do the right thing. Be truthful and promote fairness in every situation.</p>
	<p><i>Treat everyone equally:</i></p> <p>Support each other and work together to have fun and achieve. Celebrate each others' success. Be a good friend and a positive team player in school, sport & life.</p>
	<p><i>Treat others politely and with understanding:</i></p> <p>Accept life's 'ups and downs' with grace. Show respect, every day, in everything you do and for everyone around you.</p>
	<p><i>You've got to believe to achieve:</i></p> <p>Have the self belief and confidence to succeed and reach your personal best.</p>
	<p><i>Always give it 100%:</i></p> <p>Put your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.</p>
	<p><i>Keep going no matter what:</i></p> <p>Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back</p>
	<p><i>Feeling better after a knock back or failure:</i> Accept that failure is part of the process of learning, improving and getting better at something.</p>

Appendix 2

Key Stage One PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	<i>Mutual Respect and Tolerance</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty</i>	<i>Individual Liberty</i>	<i>Individual Liberty Mutual Respect and Tolerance Democracy</i>
	<p>Theme – Respect <i>Working together as a team to show respect for everyone.</i></p> 	<p>Theme – Anti-Bullying <i>Respecting others, being honest with each other and working as a team to help prevent ALL forms of bullying.</i></p> 	<p>Theme – Community <i>Working together as a team to keep each other safe.</i></p> 	<p>Theme – Personal Development and Emotional Well-Being <i>Believing in ourselves; having the passion and determination to be the best we can be.</i></p> 	<p>Theme – Personal Development and Emotional Well-Being <i>Believing in ourselves; having the passion and determination to be the best we can be.</i></p> 	<p>Theme - Diversity <i>Working together as a team to show respect for others and celebrate our diversity.</i> Changes and Transition <i>Celebrate our strengths and set personal goals for the future. To show determination to succeed.</i></p> 
KS1 A	<p>Respecting myself, my friends and my family</p> <ul style="list-style-type: none"> R1 - To identify their special people (family, friends, carers), what makes them special and the different roles they play in their lives R3 - About different types of families including those that may be different to their own R4 - To identify common features of family life R5 - That it is important to tell someone if something about their family makes them unhappy or worried R18 - To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R22 - About how to treat themselves and others with respect; how to be polite, courteous and use manners 	<p>What is bullying and why are friends important?</p> <ul style="list-style-type: none"> R6 - About how people make friends and what makes a good friendship R7 - About how to recognise when they or someone else feels lonely and what to do R10 - That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11 - About how people may feel if they experience hurtful behaviour or bullying To recognise that their behaviour can affect other people R21 - To recognise what is fair and unfair, kind and unkind behaviour, what is right and wrong and how this can affect others To recognise different types of teasing and bullying, to 	<p>Keeping safe in the community</p> <ul style="list-style-type: none"> H29 - To recognise risk in simple everyday situations and what action to take to minimise harm To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets H32 - Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street.) H32 - How to cross the road safely H33 - About people who look after them, their family networks, who to go to if they are worried and how to attract their attention; about the ways that pupils can help the people who look after them to more easily protect them <p>Online Safety (Covered during Safer Internet Day/Week)</p> <ul style="list-style-type: none"> H34 - Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares or worries them R14 - That sometimes people may behave differently online, including by pretending to be someone they are not 	<p>Keeping Physically Healthy</p> <ul style="list-style-type: none"> H1 - What keeping healthy means; different ways to keep healthy H2 - About foods that support good health and the risks of eating too much sugar H3 - How physical activity keeps us to stay healthy; and ways to be physically healthy everyday H7 - About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8 - How to keep safe in the sun and protect skin from sun damage H9 - About different ways to learn and play; recognising the importance of when to take a break from time online or TV H10 - About the people who help us to stay physically healthy 	<p>Keeping Emotionally Healthy</p> <ul style="list-style-type: none"> H11 - About different feelings that humans can experience H12 - How to recognise and name different feelings H13 - How feelings can affect people's bodies and how they behave and that the behaviour of others can affect their wellbeing H14 - How to recognise what others might be feeling and that their own behaviour and emotions can affect others H15 - To recognise that not everyone feels the same at the same time, or feels the same about the same things To recognise emotional triggers (e.g. losing a toy, routine change) H18 - Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - To recognise when they need help with feelings; that it is 	<p>Similarities and differences</p> <ul style="list-style-type: none"> H21/22 - To recognise what makes them special; ways in which they are all unique; understand that there has never been and will never be another 'them' R23 - To identify and respect the differences and similarities between themselves and others R24 - To listen to other people and play and work cooperatively R21 - To recognise what is fair and unfair, kind and unkind behaviour, what is right and wrong and how this can affect others L4 - About the different groups they belong to <p>Transition Week</p> <ul style="list-style-type: none"> H27 - About preparing to move to a new class/year group To help construct, and agree to follow, group, class and school rules and to understand how these rules help them

	understand that these are wrong and unacceptable	<ul style="list-style-type: none"> R15 – How to respond safely to adults they don't know 	<ul style="list-style-type: none"> H25 – The names for the main parts of the body – (Y2 external genitalia (e.g. vulva, vagina, penis, testicles)) 	important to ask for help with feelings; and how to ask for it	<ul style="list-style-type: none"> To know how they can contribute to the life of the classroom and school
Discuss and debate					
RE – Can any item be sacred?	PSHE – Should we always share our things?	Science – Should we be able to own animals?	PSHE – Should we have to go to bed early every night?	History – Should plastic be completely banned?	PSHE – Is my education the most important thing in my life?
Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule – Once per half term					
Well-being					
Key Vocabulary					
<u>Respecting myself, my friends and my family</u> relationships, same, different, manners, polite, belonging, family life, secrets, surprises, respect, special, safe	<u>What is bullying and why are friends important?</u> bullying, anti-bullying, friendship, friends, fair, unfair, kind, unkind, teasing, wrong, unacceptable, loneliness, communication, behaviour	<u>Keeping safe in the community</u> risk, harm, responsibility, road safety, familiar, unfamiliar, family networks, safety <u>Online Safety</u> internet, passwords, age restrictions, safety, personal information, trusted adults	<u>Keeping Physically Healthy</u> physical health, sugar, healthy food, physical activity, dental care, dentist, dental health, sun damage, healthy, unhealthy, (Y2 ONLY - vulva, vagina, penis, testicles)	<u>Keeping Emotionally Healthy</u> emotions, feelings, angry, sad, worried, happy, excited, nervous, 'big' feelings, asking for help, fear, joy, disgust, surprise, sadness, anger, happiness	<u>Similarities and differences</u> special, unique, similarities, differences, respect, fair, unfair, kind, unkind, community, diversity, right, wrong
Prior Learning					
<p><u>eg:</u></p> <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> To initiate conversations, attend to and take account of what others say To explain own knowledge and understanding and to ask appropriate questions of others To take steps to resolve conflicts with other children <p><u>Self-Confidence and Self-Awareness</u></p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions To describe self in positive terms and talk about abilities <p><u>Managing Feelings and Behaviours</u></p> <ul style="list-style-type: none"> To understand that own actions affect other people To be aware of the boundaries set, and of behavioural expectations in the setting To begin to be able to negotiate and solve problems without aggression <p><u>People and Communities</u></p> <ul style="list-style-type: none"> To enjoy joining in with family customs and routines <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences To play alongside other children who are engaged in the same theme To play cooperatively as part of a group to develop and act out a narrative 					
Greater Depth Challenge					

	Create a video about things you can do to show respect to others.	Explain what makes a good friendship.	Write a set of instructions to help others to cross the road safely.	Create a bank of ideas/activities to help you and your friends to take a break from watching TV or being online.	Design a display for your classroom to help you and your friends identify and explain your feelings.	Create a poster to show all the ways in which you are special and unique.
	Experiences					
	<ul style="list-style-type: none"> Macmillan coffee morning Black History Month World Mental Health Day 	<ul style="list-style-type: none"> Anti-bullying week Armistice Day Road Safety Week (Beep Beep Day) 	<ul style="list-style-type: none"> Safer Internet Day 	<ul style="list-style-type: none"> Mental Health Awareness Day 	<ul style="list-style-type: none"> Child Safety Week Healthy Eating Week Mental Health Awareness Week 	<ul style="list-style-type: none"> Transition Week
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Mutual Respect and Tolerance Individual Liberty Rule of Law</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Rule of Law Individual Liberty</i>	<i>Individual Liberty</i>	<i>Individual Liberty Rule of Law Democracy</i>
	Theme – Respect <i>Working together as a team to show respect for everyone.</i> 	Theme – Anti-Bullying <i>Respecting others, being honest with each other and working as a team to help prevent ALL forms of bullying.</i> 	Theme – Community <i>Working together as a team to keep each other safe.</i> 	Theme – Community <i>Working together as a team to keep each other safe.</i> 	Theme – Personal Development and Emotional Well-Being <i>Believing in ourselves; having the passion and determination to be the best we can be.</i> 	Theme - Changes and Transition <i>Celebrate our strengths and set personal goals for the future. To show determination to succeed.</i> 
KS1 B	Respecting myself, my friends and my family <ul style="list-style-type: none"> R2 – To identify the people who love and care for them and what they do to help them feel cared for R5 – That it is important to tell someone if something about their family makes them unhappy or worried R13 – To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (NSPCC PANTS Rule) R16 – To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond R17 – About knowing there are situations when they should ask for permissions and also when their permission should be sought R19 – Basic techniques for resisting pressure to do something they don't 	What is bullying and why are friends important? <ul style="list-style-type: none"> R6 – About how people make friends and what makes a good friendship R8 – Simple strategies to resolve arguments between friends positively R9 – How to ask for help if a friendship is making them feel unhappy R11 – About how people may feel if they experience hurtful behaviour or bullying R12 – That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report 	Online Safety <ul style="list-style-type: none"> H34 – Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares or worries them R14 – That sometimes people may behave differently online, including by pretending to be someone they are not R15 – How to respond safely to adults they don't know L8 – About the role of the internet in everyday life L9 – That not all information seen online is true Keeping safe in the community <ul style="list-style-type: none"> To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them 	Keeping safe in the community <ul style="list-style-type: none"> H28 – About rules and age restrictions that keep us safe H30 – About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31 – That household products (including medicines) can be harmful if not used correctly H32 – Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) 	Keeping Healthy <ul style="list-style-type: none"> H1 – What keeping healthy means; that mental wellbeing is a normal part of daily life; different ways to keep healthy H4 – About why sleep is important and different ways to rest and relax H5 – How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; simple hygiene routines that can stop germs from spreading H17 – About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) (simple self-care techniques) Recognising the difference between boredom and 	How will my education help me in the future? <ul style="list-style-type: none"> H23 – To identify what they are good at, what they like and dislike L11 – That people make different choices about how to save and spend money L12 – About the difference between needs and wants; that sometimes people may not always be able to have the things they want L15 – That jobs help people to earn money to pay for things L16 – Different jobs that people they know or people who work in the community do Transition Week H27 – About preparing to move to a new class/year group To help construct, and agree to follow, group, class and school

<p>want to do and which may make them feel unsafe</p> <ul style="list-style-type: none"> R20 – What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard – 5 finger tell/5 trusted adults 	<p>bullying; the importance of telling a trusted adult</p> <ul style="list-style-type: none"> To recognise when people are being unkind and how to respond 	<ul style="list-style-type: none"> H36 – How to contact those special people when they need their help in an emergency (how to dial 999 and what to say) H35 – About what to do if there is an accident and someone is hurt 		<p>loneliness. Identify strategies to tackle boredom.</p> <ul style="list-style-type: none"> H19 – To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H25 - The names for the main parts of the body - (Y2 external genitalia (e.g. vulva, vagina, penis, testicles)) 	<p>rules and to understand how these rules help them</p>
Discuss and Debate					
<p>History – The Titanic: Was what happened fair?</p>	<p>PSHE – Is it ever okay to be mean to someone?</p>	<p>History – Which explorer was the greatest?</p>	<p>Geography – If you could, would you prefer to live somewhere else?</p>	<p>DT – Should everything we eat be healthy?</p>	<p>Science – Do humans have the right to destroy an animal's habitat?</p>
Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule – Once per half term					
Well-being					
Key Vocabulary					
<p>Respecting myself, my friends and my family relationships, same, different, respect, special, privacy, physical contact, acceptable, unacceptable, comfortable, uncomfortable, permission, pressure, safe, unsafe</p>	<p>What is bullying and why are friends important? bullying, anti-bullying, friendship, friends, fair, unfair, kind, unkind, teasing, wrong, unacceptable, behaviour, arguments, name-calling, excluding, trusted adults</p>	<p>Keeping safe in the community safety, community, emergency services, accident, 999, Online Safety internet, passwords, age restrictions, safety, personal information, trusted adults</p>	<p>Keeping safe in the community rules, age restrictions, fire safety, risks, electrical appliances, household products, medicines, familiar, unfamiliar</p>	<p>Keeping Healthy health, physical health, emotional health, sleep, rest, relaxing, diseases, hygiene, germs, feelings, emotions, names of body parts, fear, joy, disgust, surprise, sadness, anger, happiness (Y2 ONLY - vulva, vagina, penis, testicles)</p>	<p>How will my education help me in the future? likes, dislikes, needs, wants, strengths, talents</p>
Prior Learning					
<p>ELLS:</p> <p>Making Relationships</p> <ul style="list-style-type: none"> To initiate conversations, attend to and take account of what others say To explain own knowledge and understanding and to ask appropriate questions of others To take steps to resolve conflicts with other children <p>Self-Confidence and Self-Assessment</p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions To describe self in positive terms and talk about abilities <p>Managing Feelings and Behaviours</p> <ul style="list-style-type: none"> To understand that one's actions affect other people To be aware of the boundaries set, and of behavioural expectations in the setting To begin to be able to negotiate and solve problems without aggression <p>People and Communities</p> <ul style="list-style-type: none"> To enjoy joining in with family customs and routines <p>Being Imaginative</p> <ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences To play alongside other children who are engaged in the same theme To play cooperatively as part of a group to develop and act out a narrative 					
Greater Depth Challenges					
<p>Create a video for your class and for younger children explaining how to</p>	<p>Role play: Give advice to someone to help them resolve an argument with a friend positively.</p>	<p>Explain what personal information is and why is it important to keep it private.</p>	<p>Explain how to keep safe at home, including around electrical appliances.</p>	<p>Create a list/guide for you and your class on different ways to rest and relax.</p>	<p>Explain the difference between needs and wants.</p>

	use the 5 finger tell and why it is so important.					
	Experiences					
	<ul style="list-style-type: none"> • Macmillan coffee morning • Black History Month • World Mental Health Day 	<ul style="list-style-type: none"> • Anti-bullying week • Armistice Day • Road Safety Week (Beep Beep Day) 	<ul style="list-style-type: none"> • Safer Internet Day 	<ul style="list-style-type: none"> • Mental Health Awareness Day 	<ul style="list-style-type: none"> • Child Safety Week • Healthy Eating Week • Mental Health Awareness Week 	<ul style="list-style-type: none"> • Transition Week

