



**Romans Field School
Bradwell Village School
Priory Common School**

FEDERATION

Promoting Positive Mental Health Policy

Last reviewed on: July 2023

Reviewed by Michelle Keane

Approved at FGB 17.07.2023

Next review due by September 2024

Introduction

The Federation promotes a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. We recognise that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them. Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year. 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement, and experiences. All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Staff in the Federation recognise these needs and rights. We are committed to raising awareness, increasing understanding, and ensuring that we can and do make a difference by providing a place where all children and young people feel safe, secure, and able to achieve and experience success and well-being.

In the Federation we offer a learning environment that promotes and enhances positive mental health through a consistent approach which means that the school environment and school ethos promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all.
- a commitment to being responsive to children and young people's needs.
- clearly defined mental health links in school policies.
- clear guidelines for internal and external referrals.
- strong links with external agencies to provide access to support and information.
- a named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

A mentally healthy environment is a place where children and young people:

- have opportunities to participate in activities that encourage belonging.
- have opportunities to participate in decision making.
- have opportunities to celebrate academic and non-academic achievements.
- have their unique talents and abilities identified and developed.
- have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- have opportunities to reflect.
- have access to appropriate support that meets their needs.
- have a right to be in an environment that is safe, clean, attractive, and well cared for.
- are surrounded by adults who model positive and appropriate behaviours, interactions, and ways of relating at all times.

A mentally healthy environment is a place where staff:

- have their individual needs recognised and responded to in a holistic way.
- have a range of strategies that support their mental health, e.g., a named person to speak to, signposting.
- have recognition of their work-life balance.
- have the mental health and well-being of the staff reviewed regularly.
- feel valued and have opportunities to contribute to decision making processes.
- celebrate and recognise success.

- are able to carry out roles and responsibilities effectively.
- are provided with opportunities for CPD both personally and professionally.
- have their unique talents and skills recognised and opportunities are provided for development.
- have time to reflect.
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term.

A mentally healthy environment is a place where parents/carers:

- are recognised for their significant contribution to children and young people’s mental health.
- are welcomed, included and work in partnership with the school and outside agencies.
- are provided with opportunities where they can ask for help when needed.
- are signposted to appropriate agencies for support.
- are clear about their roles and expectations of their responsibilities in working in partnership with the school.
- opinions are sought, valued, and responded to.
- strengths and difficulties are recognised, acknowledged, and challenged appropriately.

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health.
- is valued for the role it plays in promoting positive mental health.
- contributes towards the ethos of the school.

A healthy learning environment provides opportunities that promote positive mental health, through the curriculum and extended provision, e.g., circle time, PSCH, SMSC, play, nurture groups, differentiated learning activities, individual timetables, challenging stereotypes, etc.

The implementation of this policy in promoting positive mental health will:

- provide us with a cohesive and co-ordinated approach to mental health.
- underpin all policies and practices currently used in our school.
- raise awareness as to how the whole school community can look after their own mental health and that of others.
- help to de-stigmatise mental health.
- support children and adults and provide opportunities that enable everyone to reach their potential.
- strengthen relationships and provide opportunities for different ways of working.
- provide foundations for life-long learning.
- promote and strengthen resilience throughout the whole school community and empower everyone to face life’s challenges.

Measuring Impact

The impact of this policy will be measured by:

Referral data and reports

Behaviour data and reports

Lesson observations and learning walks

Pupil attendance data

Staff attendance data

Feedback from pupil, staff, and parent/carer questionnaires

Review

This policy will be reviewed annually.