



## St. Michael's C of E Primary School Mental Health and Wellbeing Policy

### Vision:

We aim to nurture the value and worth of each individual's distinctive character, gifts and abilities as God given gifts in all of us by providing a high standard of education and opportunities for growth mentally, physically, socially, emotionally and spiritually for life in all its fullness.

**Genesis 1:26**

### Policy Statement

#### Aim

To ensure that the children, staff, parents and wider community at St Michael's Primary School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical health and wellbeing now and in the future.

#### Objectives

To meet our aim we will ensure the following objectives are achieved:

- **Achieving:** Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **Active:** Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.
- **Healthy:** Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.
- **Included:** Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.
- **Nurtured:** Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard.
- **Respected:** Having the opportunities, along with carers, to be heard and involved in decisions which affect them.
- **Responsible:** Having opportunities and encouragement to play active and responsible roles in the school and community.
- **Safe:** Being protected from abuse, neglect or harm at home, at school or in the community.

#### Curriculum

Programmes of work are in place covering all the aspects of health and wellbeing described in the Curriculum for Excellence at the appropriate level.

These aspects are as follows:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

#### Teaching and Learning

Approaches will be taken to ensure that:

- pupils are engaged and their views and experiences are taken into account - particularly where decisions are to be made that may impact on life choices;
- teaching takes account of ongoing research - particularly in sensitive areas such as substance misuse;
- a variety of approaches is used including active, cooperative and peer learning, as well as the effective

use of technology;

- opportunities to experience challenges in the outdoor environment are taken;
- pupils are encouraged to act as role models within the school environment;
- a commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

### **Physical Environment**

The school building, facilities and grounds will be maintained in a manner that supports the health message to be reinforced throughout the working life of the school.

A high value is placed on creating and maintaining a litter and graffiti free environment. Sufficient litterbins are located inside and outside the school and children will be encouraged to look after the environment. Recycling facilities will reinforce the citizenship message both within school and among the local community.

Caring for the environment will be embedded in the life of the school.

### **Health and Welfare of Staff**

The school is committed to encouraging all staff to lead healthy working lives. A staff room is available where staff can relax.

Staff will be involved in drawing up development plans and in most decisions affecting their professional practice.

Staff meetings will be held weekly where individuals can air their views and feel supported.

A number of social events will be held throughout the year where staff can relax in a social setting.

### **Links with Family and the Community**

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents/carers through newsletters, assemblies, daily updates, parents' evenings and teacher communications.

Parents and the wider community will be encouraged to be actively involved in the development and review of our priorities and policies through surveys, the work of the Parent Council and the involvement in school life.

Parents are invited to support the school in numerous ways.

All staff members will make sensitive use of information concerning individuals and treat conversations with parents/carers with appropriate discretion. The school will deal sensitively with pupils' and parents'/carers' needs and concerns and an effective complaints procedure will be available to all stakeholders.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Mechanisms are in place to celebrate pupil's achievements and successes within the community.

### **Organisation and Ethos**

At St Michael's Primary School we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem.

This will be evident in relationships forged in school be it pupil/pupil, staff/staff or staff/pupil. Positive behaviour policies and anti-bullying initiatives will enhance the climate around the school.

Achievement will be recognised throughout the school and celebrated through class assemblies and prominent displays of pupils' work throughout the school building.

Other embedded practices will allow for important health messages to be echoed throughout the working life of the school.

### **Monitoring and Evaluation of Pupils' Progress**

School staff will gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years to the upper classes, pupils' progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationships and in assessing risks and decision making.

The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, quizzes, observations, interviews, examples of pupils' work, teachers notes, feedback from parents/carers, video or photographic entries, project records (meeting minutes etc), class displays, quantitative data (number of incidents, sickness absence etc), follow-up classroom activities or focus group results.

Policy to be reviewed January 2020