

OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL



Mental Health and Well-Being Policy

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Agreed:

Date:

26.2.2020

Review Date:

Spring 2022

CONTEXT AND RATIONALE

Mental and emotional health and wellbeing promotes success by:

- helping pupils and staff to feel happier, more confident and more motivated
- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping to meet legal, ethical and curricular obligations

AIMS

- Happy and motivated pupils and staff who enjoy life
- Pupils with high self-esteem and confidence
- Pupils who contribute to school life
- Pupils who are engaged in the learning process
- Pupils who can concentrate and learn well
- Excellent standards in all subjects
- Excellent attainment
- Parents and carers involved in school life and learning
- Excellent behaviour and attendance
- No bullying

Staff Confidence and Development

- Excellent morale
- Positive and effective relationships with pupils
- Effective teaching
- High attendance

SUPPORT FOR EMOTIONAL HEALTH AND WELLBEING

The school promotes and provides a range of services to pupils:

- Our own child mental health counsellor
- School councillors, well-being ambassadors and friendship buddies act as mentors
- Staff have a primary focus on emotional well-being and resilience
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Hygienic toilets which ensure privacy and safety

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through assemblies, PHSE lessons and events such as Proud to be Me Day.
- School staff are active listeners

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of a variety of class representatives
- Involving pupils in interviews for members of staff
- Pupil voice meetings and questionnaires

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Weekly liturgies
- Superlearning days, Sports and Theme Weeks and Concerts/Music Events
- Parent Partnership meetings
- Parent questionnaires
- Consultation about change and development through special meetings
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- Providing clean, bright and airy classrooms, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for all children, notably those who are vulnerable and those with SEN from trained teams of staff and other agencies, as appropriate.
- A range of challenging opportunities and tasks
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles
- Using praise to raise self-esteem and confidence levels.

The school enhances pupil self-esteem and personal development through:

- A personal development curriculum, including pastoral care groups and assemblies
- An emphasis on praise and reward
- Information, advice and guidance on sex and relationships and health
- Opportunities for pupil leadership through school council, librarians, Eco team, Mini Vinnies, Well-Being Ambassadors, Friendship Buddies, Rights Respecting activities etc
- Opportunities for reflection and spiritual development through meditation, art, literature and the RE curriculum

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Team structure so that staff work in phase partnerships
- Whole school training events
- Access to appropriate external training
- Involving all staff in decision making and proposed change

Monitoring/Review

The local governing committee are committed to reviewing the impact of the Mental Health and

Wellbeing policy as part of the rolling programme, taking into account the following policies and aspects (not an exhaustive list):-

Behaviour Policy	Motivation
Anti-bullying Policy	Resilience
Attendance Policy	Self-esteem
	Teaching

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

[UNICEF: Rights of the Child](#)

[Article 3](#)

The best interests of the child must be top priority in all decisions and actions that affect children.

[Article 6](#)

Every child has the right to develop to their full potential.

[Article 12](#)

Every child has the right to express their views, feelings and wishes and to have them considered and taken seriously.

[Article 13](#)

Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.

[Article 14](#)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping others from practising their rights.

[Article 19](#)

Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.

[Article 23](#)

A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community.

[Article 24](#)

Every child has the right to the best possible health.

[Article 28](#)

Every child has the right to an education. Discipline in school must reflect this.

[Article 29](#)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their own and others' cultures and the environment.

[Article 31](#)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.