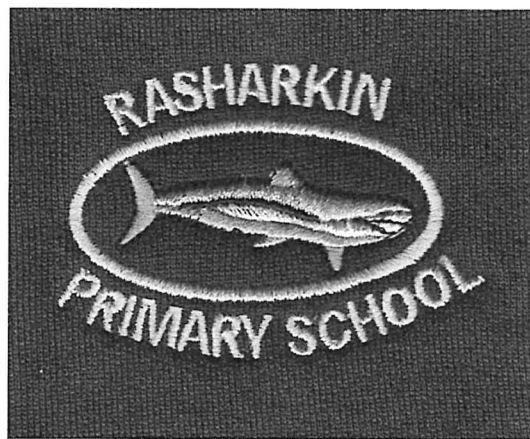


Rasharkin Primary School



Health and Well- Being Policy

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organization)

Policy Statement

At Rasharkin Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. All staff should have the benefit of a working environment that positively contributes to their own sense of well-being and security.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences challenges in life that can make us vulnerable and at times, may need additional emotional support. We take the view that positive mental health and well-being is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially (e.g. to form and maintain relationships)
- promote self esteem
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs.

We pursue our aims through:

- Whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or longterm difficulties including attachment disorder.

Lead Members of Staff

All employees are responsible for bringing attention, at the earliest opportunity, to any situation or factor that may be a source of stress either to themselves or to others. All instances of concern will be treated with sensitivity and, if necessary, confidentiality in seeking to reduce or eliminate the source of the stress and in providing support to the employee to minimise the effect of the stress and hasten the recovery.

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Mrs Henry- Designated teacher for child protection and safeguarding
- Mrs Calderwood – Deputy Designated teacher for child protection and safeguarding & SENCO
- Mrs Howe - principal

Teaching about Mental Health and Well-Being

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PDMU curriculum and reflected in Rasharkin Primary School's Health and Well-being overview (see Appendix 1).

In Rasharkin Primary School mental health and emotional wellbeing issues are taught in a safe and sensitive manner. We use CCEA PDMU 'Living. Learning. Together' resource as the basis of our content, adjusted to meet the specific needs of any particular cohort as necessary.

Teaching social and emotional skills, both explicitly in dedicated time for PDMU and in other Areas of Learning across the curriculum can improve both academic performance and wellbeing, helping children and young people lead happy and healthy lives, now and in the future. The five strands of the Thinking Skills and Personal Capabilities framework (Managing Information; Thinking, Problem-Solving and Decision-Making; Being Creative; Working with Others; and Self-Management) are also closely linked to the development of these social and emotional skills.

Developing skills in the Social and Emotional Learning aspect of Self-Management can help pupils to develop resilience. 'Resilience is about dealing with challenges and uncertainty. Developing resilience helps us to bounce back or change how we do things' (CCEA).

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities
- Targeted use of resources
- Managing feelings resources e.g. 'worry boxes'
- Take 5 Steps
- Group Work
- Therapeutic activities including art, Lego and relaxation and breathing techniques.

The school will make use of resources to assess and track wellbeing as appropriate, including, e.g. GL Pupil Attitudes to Self and Schooling Survey, pupil surveys (e.g. strengths, difficulties, joys, sorrows).

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support if they have concerns.

Identifying Needs and Warning Signs

All staff will be aware of the following possible indicators of a child under additional stress:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student 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 communicate their concerns with the designated child protection and safeguarding teacher or the principal 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

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PDMU and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted support when staff are concerned about a child the school may

November 2021

work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
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- Family support workers
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Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Linked Policies

This policy complements and supports a range of other school policies including:

- Safeguarding and Child Protection;
- Attendance;
- Anti-Bullying;
- E-Safety;
- Supporting Children with Medication Needs;
- Health and Safety Policy;
- ICT;
- Intimate Care;
- Special Educational Needs
- Pastoral Care;
- Positive Behaviour;
- Relationships and Sexuality Education;
- Use of Reasonable Force/Safe Handling;

All policies are available to parents/carers, many of which are published on our website. Any parent/carer requiring a copy should contact the school principal.

Signed: (BOG Chair) _____

Date: _____

References and Further Information

(all links accessed 10th November 2021)

CCEA Health and Well-being Hub, available at:

<https://ccea.org.uk/learning-resources/wellbeing-hub/wellbeing-and-mental-health-northern-ireland-curriculum>

November 2021

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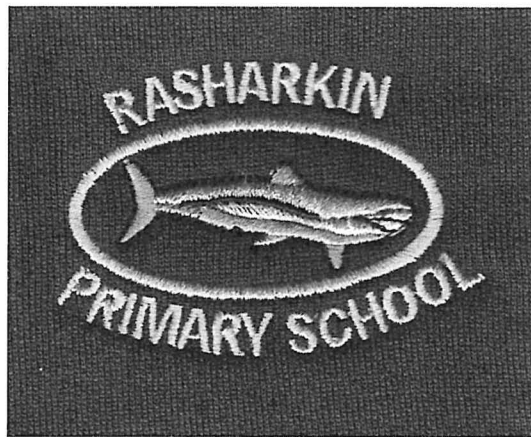
Appendix 1 (available on RPS website)

Health and Well-being - This is an overview of some of the areas your child will be looking at within the statutory PDMU (Personal Developmental and Mutual Understanding) curriculum. The topics highlighted are what each class plan to cover throughout the year. This may help you direct your child to topical books or conversations.

Learning Objective	Children will understand that breathing can help them to control their emotions when feeling cross, anxious, etc.	Children will recognise the importance of being thankful (guarding against a complaining spirit)	Children will develop good listening skills, recognising that this can help give their brain a 'rest'	Children will recognise that there may be times when they need to 'take a break'	Children will develop skills to help them build their resilience when faced with difficult situations
	Sept/Oct Focus: Breathing	Nov/Dec Focus: Gratitude	Jan/Feb Focus: Listening	March/April Focus: Self-Care	May/June Focus: Resilience
Cycle 1	Hoberman's sphere Introduce this as a calming tool. Visual representation of breathing.	Gratitude walk (take a walk outside and notice things to be thankful for)	Introduce being still and quiet	Give myself a hug	Sesame Street online http://sesamestreetincommunities.org/topic/s/resilience Videos: Elmo doesn't give up (coat task) Twiddle bugs (take turns)
Cycle 2	Feather breathing Tummy breathing (teddy)	Thankful hearts	Stopping with the bell (incorporating music)	Arm massage (body break) 'Hot air balloon' (pop your worries away)	Sesame Street online http://sesamestreetincommunities.org/topic/s/resilience Videos: 'I can be patient/practising patience' Online story: 'Furry Fuzzy Hugs' 'My Super Stars' Knowing there are grown-ups who care for them

P 3-5	Cycle 1	Animal breathing (whale, snake, monkey & lion)	Gratitude for nature Gratitude jar	Ring the bell once (counting breaths)	Seat push ups Thought clouds	Helping Hands
	Cycle 2	Finger breathing (star breathing) Hot air balloon	What would I feel without it?	Guessing game	Palm push	Helping Hands
P 6/ P 7	Cycle 1	Lazy 8s Tumble dryer Washing machine	Gratitude book (personal to each child)	10 step guide to listening	Hand massage	Primary Stars (resilience resource/short film)
	Cycle 2	Shape breathing Back to back breathing	Strengths game	'What can I hear all around me?'	Finger pull The calm bottle	Building resilience (British values PowerPoint)
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Signed: (BOG Chair)  _____

Date: 30/11/2021

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P 1/
P 2

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