



ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Mental Health and Emotional Wellbeing Policy: Pupils



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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 our 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.

Introduction

The mental health and emotional wellbeing of all members of Alderman Richard Hallam Primary School is fundamental to our philosophy and aims. Our policies and practices are founded in the development and maintenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn. We believe that emotional wellbeing is closely linked to mental health and that, as a school, we can encourage the positive development of mental health in childhood.

Our whole school approach encompasses seven key aspects:

- Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners, through our use of ‘Ingredients For Success’ (I.F.S).
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience.

Aims

This policy applies to all pupils who attend Alderman Richard Hallam Primary School and encourages the positive mental health and wellbeing of all children. The purpose of this policy, and the emotional health and wellbeing practices in our school, is to have:

General

- Resilient, happier and more motivated pupils and staff who get more out of life.

- Pupils who are emotionally literate, through the use of our school 'Positive Emotions', explicit teaching of emotional literacy and displays which encourage their understanding.

Teaching and Learning

- Pupils who are more engaged in the learning process.
- Pupils who can concentrate effectively in lessons to enable them to learn.
- Improved standards in all subjects, including English and Maths.
- Improved attainment.
- More effective teaching.
- Life skills taught alongside curriculum objectives through use of the I.F.S.
- Parents and carers who are more involved in school life and learning.
- Pupils learning a large range of skills and character strengths that will enable them to be successful throughout their lives.

Behaviour and Attendance

- Pupils with high self-esteem and confidence.
- Pupils who have a say in what happens at school.
- More engaged learners.
- Good concentration, behaviour and attendance.
- Positive peer relationships.
- Pupils who enjoy school and maintain high attendance levels.

Actions

Alderman Richard Hallam Primary School is committed to promoting the mental health and wellbeing of pupils. The school will do this by:

- Encouraging and supporting the whole school community to be positive and open in its approach to mental health and emotional wellbeing.
- Promoting knowledge and understanding of both internal and external support services.
- Providing guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Providing appropriate training and information to staff on mental health and emotional wellbeing.
- Having named Children's Mental Health Champions on staff (Carla Lawes – Senior Assistant Headteacher/Mental Health Lead and Jade Afflick-Goodall – Wellbeing Lead) who are the contact point at Alderman Richard Hallam. They will offer support and guidance if any concerns are raised about individuals with specific needs and ensure that the school has a cohesive approach to mental health and emotional wellbeing.
- Having trained Mental Health First Aiders for children in the school – Jade Afflick-Goodall, Charlotte Milligan, Elizabeth Reynolds and Laura Scudder-Coakley.
- Seeking to integrate mental health and emotional support across the curriculum.

- Keeping this policy under review and making changes when legislation and best practice requires.
- Promoting a culture which supports and encourages self-disclosure.
- Providing a framework for responding appropriately to mental health and emotional wellbeing.
- Co-operating with other organisations involved in the delivery of mental health and emotional support services.
- Observing the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.
- Placing an emphasis on emotional literacy within the school with many opportunities provided for children to talk about their emotional wellbeing e.g. wellbeing ambassadors, mental health check-ins, Anti-Bullying Champions, worry boxes etc.
- Having trained Wellbeing Ambassadors (Worth-It training) that can help support their peers.
- Providing clear information and resources on the school website to empower parents and carers in supporting their child's mental health and emotional wellbeing at home - <https://www.arhprimary.co.uk/mental-health/>
- Ensuring staff have regular training relating to Mental Health and Emotional Wellbeing. This can take the form of PDMS, INSET day training and e-learning opportunities.

Addressing Specific Needs

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Any member of staff concerned about a pupil will take this seriously and refer to the SENDCo. These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do P.E. or get changed for P.E.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

Staff are aware that mental health concerns may constitute a safeguarding concern and the procedures to follow on such an occasion. **If there is a concern that a pupil is in danger of immediate harm, then the School's child safeguarding procedures are followed.**

School closure

In the event of a partial or full school closure, the Mental Health section of the website (<https://www.arhprimary.co.uk/mental-health/>) will be regularly updated with activities, ideas and contact details for further support. Staff are aware that events causing a closure can have a negative impact on the mental health of children and their parents or carers. Teachers will continue to do daily mental health check-ins with their class over live registration sessions with follow up phone calls made for any children displaying low or concerning wellbeing.

The school will ensure that activities are provided to help support children with positive mental health and consideration will be given to how best to support the children's emotional wellbeing upon their return to school. Emotional wellbeing will be a key part of transition work and contact will be made with children who are not attending school to help maintain their positive mental health. This can take the form of: videos, cards, phone calls, zoom calls, Seesaw, and the school's Social Media accounts. This will also help to foster a sense of belonging to the school community whilst the children are not attending school. Our staff are committed to supporting the mental health of our children and their families and we encourage contact by phone or email if any parents or carers have concerns.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Mental Health and Emotional Wellbeing Policy - Staff
- Physical Intervention and Positive Handling Policy
- Safeguarding Policy
- SEND Policy
- RSE Policy

Date to be reviewed: September 2025