

Child Wellbeing & Mental Health Policy



Context

'My children, our love should not just be words and talk; it must be true love which shows itself in action.' 1 John 3:18

'Wellbeing is all about our holistic health, including the physical, emotional and spiritual. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged. We're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.'^[1]

When children and young people have good levels of wellbeing it helps them to:

- learn and explore the world
- feel, express and manage positive and negative emotions
- form and maintain good relationships with others
- cope with, and manage, change, setbacks and uncertainty
- develop and thrive.¹

At St. Ebbe's wellbeing is central to all that we do through the behaviours we model, the learning environment we create and the curriculum we deliver. We are proactive in teaching children about mental health and well-being so that they are knowledgeable about how to keep themselves mentally healthy and able to thrive as learners.

'How we feel influences how we learn'. Richard Davidson

Key Definitions

Mental health: a person's emotional, psychological and social wellbeing.

Social and emotional skills: The skills that help children develop their resilience and manage their thoughts, feelings and behaviours.

Resilience: A difficult beginning, followed by a response that leads to a better outcome.

This policy is based on the following foundational principles:

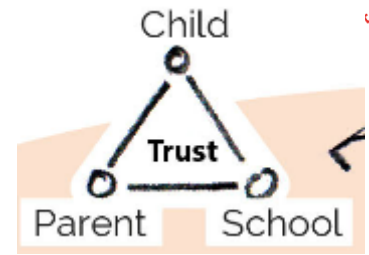
- We encourage each child to be their authentic selves regarding their passions and faith/ spiritual beliefs
- We aim to reduce the chance of children developing mental health issues
- That humans are designed to be **connected** to each other and that this is fundamental to human thriving
- All children should feel a sense of belonging in our school
- We connect with children through empathy
- Early intervention is key to giving young people the best start in life
- We can teach children the skills they need to recognise, name and deal with their emotions



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- All children are treated with dignity and respect
- We share accountability for the wellbeing of each child in our school
- Children feel safest when they know their school, teachers and parents are connected
- Our curriculum teaches resilience because it is based on the 'active hope' that can arise from looking after ourselves, society and the natural world (Triple Wellbeing).



Staff will:

- Uphold our core values in every interaction with children
- Model the importance of self-care and pay attention to their personal wellbeing
- Support children in being courageous in their learning, celebrating successes and learning from failure
- Provide opportunities for wellbeing check in activities (e.g. Zones of Regulation, wellbeing journal, regular outdoors breaks, a green classroom, inside out questions)
- As part of PSHRSE, facilitate calm, confident conversations about mental health and how to stay healthy in body and mind
- Be open to children's questions and curiosities about their learning journeys and school environment
- Pay attention and notice if there is a change in a child's behaviour
- Pay attention, and be sensitive, to contextual factors that may affect a child's wellbeing
- Facilitate regular child well-being surveys
- Facilitate [Mental Health Awareness Week](#)
- Speak openly and sensitively with parents about their child's mental health and signpost them to support when needed.

Governors will:

- Ensure child wellbeing is an agenda item at governor meetings
- Assist in the evaluation of child wellbeing surveys
- Consider the potential effect of policy content on child wellbeing
- Evaluate wellbeing during governor visits.

Parents and Carers are requested to:

- Be open to conversations about their child's wellbeing
- Engage with support when offered
- Ask questions to clarify any situations which are unclear.

How will we know it's working?

- Attendance is above the national average
- Wellbeing survey scores
- Visitors feel and comment on a sense of energy and joy.

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For more information ...

[Primary : Mentally Healthy Schools](#)

[Mental health and wellbeing provision in schools \(publishing.service.gov.uk\)](#)

[Child mental health: recognising and responding to issues | NSPCC Learning](#)

[Richard Davidson — A Neuroscientist on Love and Learning | The On Being Project - The On Being Project](#)

[Learn More about the Zones - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL](#)

[PhenX Toolkit: Protocols](#)