



Park Road Academy Primary School



Positive Mental Health & Wellbeing Policy

2024 – 2026



Rationale

At Park Road Academy Primary School, we are committed to promoting and supporting the positive mental health and wellbeing of our entire school community, including pupils, staff, and parents. We believe that good mental health is vital for learning, development, and achieving one's potential. This policy sets out our approach to creating a safe, supportive, and inclusive environment that encourages positive mental health and wellbeing for all.

Aims

Health and Wellbeing is not the responsibility of one specific subject or teacher, but of the contributions made by a range of staff in a number of areas. We believe that as a school community we can encourage the positive development of mental health in childhood and we aim to provide a learning environment that supports this.

We aim to:

- Provide a supportive atmosphere for children, staff, parents and carers.
- Create strong links with parents/carers and the wider community.
- Promote a positive attitude towards health and well-being, which will encourage a lifelong sustainable approach.
- Actively promote and develop self-confidence and self-esteem in acquiring the skills to make choices and take responsibility for health-related issues.
- Work closely with outside agencies to support children.
- Provide an environment where children can play and learn while feeling safe and nurtured.
- Monitor the mental health of children.
- Ensure all members of staff are aware of their role in promoting and monitoring the mental health of the children.
- Promote positive mental health and emotional wellbeing among all students and staff.
- Prevent mental health problems by building resilience, promoting coping strategies, and ensuring students develop social and emotional skills.
- Identify and support pupils and staff who may be experiencing mental health challenges.
- Foster a culture of openness where all members of the school community feel safe and comfortable discussing mental health issues.
- Provide guidance and support to parents/carers in promoting positive mental health at home.



Outcomes

By taking responsibility for Health and Wellbeing, pupils will:

- Explore the community and environment in relation to health and personal safety
- Make decisions that promote their health and wellbeing.
- Explore physical factors and look after themselves.
- Explore feelings and emotions and reflect on how they affect mental wellbeing.

Curriculum Organisation

Our school is proactive in its approach to Physical, Social and Emotional Education and welcomes opportunities to promote health and wellbeing. We follow the Jigsaw scheme of work to deliver our PSHCE lessons. Some of the ways we do this are:

- Well-being groups, 'Park Road Sparkles'.
 - School rules and values shared and displayed around the school.
 - Rewarding positive behaviour and hard work.
 - Star of the Week certificates.
 - Rewards and sanctions are clear and understood by all.
 - Providing a forum for talking and listening; lunchtimes, circle times and collective worship.
 - An ethos that promotes mindfulness.
 - Corridor displays.
 - PSHE Education, Jigsaw Scheme of Work.
 - Physical Education.
 - Healthy Eating Policy.
 - Assemblies.
- We place emphasis on problem solving, self and peer reflection, positive self-assessment and the participation in school events. Staff deal with sensitive issues through the delivery of Jigsaw PSHCE lessons. This curriculum allows for the exploration into current issues that are appropriate to the age and stages of the children. This will include discussions on emotional literacy, resilience, mindfulness, and managing stress and anxiety.

Environment

We create a positive school culture where diversity, inclusion, and kindness are emphasised. This includes promoting an atmosphere where students and staff feel safe and supported.



Roles and Responsibilities

All members of staff will contribute to and support the promotion of good health and actively participate in staff development opportunities.

- **Senior Leadership Team (SLT):**
 - Ensure this policy is effectively implemented and reviewed annually.
 - Provide leadership in promoting mental health and wellbeing across the school.
 - Ensure staff are supported and trained in mental health awareness.
- **Teachers and Support Staff:**
 - Foster a positive and inclusive classroom environment.
 - Promote resilience, self-awareness, and empathy among students.
 - Be vigilant for early signs of mental health difficulties and communicate any concerns to the school's mental health lead or appropriate services.
- **Designated Mental Health Lead:**
 - Coordinate the school's approach to mental health and wellbeing.
 - Provide training and resources to staff and students.
 - Liaise with external mental health professionals, services, and families when necessary.

Parents/Carers:

Parent/carer involvement is paramount in supporting the emotional health and wellbeing of children and we ensure there are regular opportunities available to encourage this.

- Parent Meetings – Autumn and Spring Term
- Parent Workshops
- Meet and Greet evenings
- Annual parental questionnaires
- Involvement in learning plans for children with SEND
- Learning Together Mornings in the EYFS, KS1 and KS2
- Support the mental health and wellbeing of their children by fostering open communication and reinforcing positive behaviours learned at school.
- Inform the school if their child is experiencing mental health difficulties.

Pupils:

- Respect and support each other's mental health and wellbeing.
- Speak to a trusted adult if they feel worried or anxious, and encourage peers to do the same.

Monitoring and Evaluation

The health and well-being of all children is monitored and evaluated through the use of pupil questionnaires and teacher liaisons. A Social, Emotional and Mental Health register is created



by the class teacher and children are tiered in a pyramid of need. The teachers meet with the relevant members of staff, termly, to discuss any changes to their class register.

The 'Youth Mental Health First Aid' trained staff within school use the ALGEE acronym to support children and provide the guidance they may need.

Ask, assess, act

Listen non-judgmentally

Give reassurance and information

Enable the young person to get appropriate professional help

Encourage self-help strategies.

Mindfulness

Mindfulness techniques are used in school to improve children's emotional well-being. All teaching staff have been trained in using mindfulness techniques to settle children and promote a calm learning atmosphere. In teaching mindfulness, we are teaching children how to manage their emotions and self-regulate their own feelings.

Growth Mindset

Our school focus is to concentrate on the actions and words of teachers and parents, thinking about how our words can influence how children think about themselves and their learning. To create a growth mindset, we need to praise children's efforts, not just what they achieve. It helps to praise specific things that the child has done, rather than making a general comment such as 'good work'. We are trying to do this in school, and we're asking for parents' help by doing the same at home.

Carol Dweck is one of the world's leading researchers in the field of motivation and she highlights the difference between a fixed mindset and a growth mindset.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.



Carol Dweck

People with a growth mindset see their starting points and how their journey can be developed by dedication, hard work and effort. This view creates resilience and a love of learning. When we encourage a Growth Mindset in children then they become enthusiastic learners.

At Park Road Academy, we are dedicated to ensuring that positive mental health and wellbeing are at the heart of everything we do. By fostering a supportive and caring environment, we aim to equip our students and staff with the tools to thrive mentally, emotionally, and academically.

Policy written by: G Fenner

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