



St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

Mental Health and Wellbeing Policy

Underpinned by our Christian vision of 'life in all its fullness', we seek to sustain a culture in which pupils and adults are treated well. As set out by the Church of England, we believe in educating for human flourishing. At St. Peter's, good mental health for all is central to the school's work. We strive to develop a school community in which people's wellbeing is enhanced. Inspired by our values, we pride ourselves in being a happy, welcoming school where flourishing relationships are prioritised.

At St. Peter's, we acknowledge that we all have mental health and, just like our physical health, it needs looking after. We believe that a mentally healthy community is a productive and creative community. This policy is designed to provide signposting for children and adults within our school community.

Definition of Mental Health (The World Health Organisation):

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

Mental Health Awareness

At St. Peter's, we aim to promote key events that raise the profile of mental health. These events can be marked through the wider curriculum and/or collective worship.

World Mental Health Day:

10 October is World Mental Health Day. The overall objective of World Mental Health Day is to raise awareness of mental health issues around the world and to mobilize efforts in support of mental health. The Day provides an opportunity for all stakeholders working on mental health issues to talk about their work, and what more needs to be done to make mental health care a reality for people worldwide.

Children's Mental Health Week:

Celebrated every February, Children's Mental Health Week is a mental health awareness week that launched by children's mental health charity, Place2Be. The week exists to empower, equip and give a voice to all children and young people in the UK.

National Children's Mental Health Awareness Day:

National Children's Mental Health Awareness Day is observed annually on May 7. It aims to raise awareness about the importance of children's mental health and highlight that positive mental health is crucial for a child's healthy development.

Pastoral Provision for Pupils

The school offers a wide range of pastoral provision for children, as listed below. This means that wellbeing needs are met with rapid attention and programmes are carefully chosen, as appropriate to the personal needs of the child.

- Emotional Literacy Support (ELSA)
- Therapeutic Active Listening (TALA)
- Emotional Regulation
- Dog Mentor Programme
- Transforming Lives for Good (TLG) is led by volunteer coaches from our church community

Welfare concerns are logged on CPOMS and monitored/reviewed by DSLs. This includes the strategic placement of children on pastoral provision.

Our lead ELSA oversees our Year 6 Wellbeing Ambassadors, who help to promote positive wellbeing for children across the school.

DSLs can also make referrals to the School Nurse Service and the Mental Health Support Team.

Teaching about Mental Health and Wellbeing

At St. Peter's, we use the Jigsaw programme to deliver PSHE, which includes Relationships Health Education. Jigsaw PSHE is a comprehensive, evidence-based, online curriculum programme that supports the personal, social, health, and emotional development of children. With mindfulness at its core, Jigsaw helps children and young people build emotional resilience, self-awareness, and essential life skills, preparing them for success in school and beyond.

The mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The following units are taught across the whole school.

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating Difference
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me

In the specific context of mental well-being, the following content is covered through the Jigsaw curriculum. By end of primary, pupils should know:

- that mental well-being is a normal part of daily life, in the same way as physical health

- that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

A copy of the Jigsaw progression map can be obtained from the RHE Subject Leader.

Lead Members of Staff

Underpinned by our Christian vision of 'life in all its fullness', we believe that everyone has a role to play in supporting and promoting good mental health and wellbeing.

Staff with a specific, relevant remit include:

- Headteacher and Deputy Headteacher
- Designated Safeguarding Leads
- School Business Manager (Health and Safety)
- SENCO
- Mental Health First Aiders
- Relationships and Health Education (RHE) Subject Lead
- ELSA/TALA/Emotional Regulation Leads

Staff are advised to speak to the Headteacher, Deputy Headteacher, School Business Manager and/or SENCO for relevant signposting.

Signposting

We will ensure that staff, children and parents are aware of sources of support within school and in the local community. Our website features a parent support page, including mental health support

and SEND support. Within relevant parts of the curriculum, we regularly highlight sources of support to pupils; this includes information about the local Foodbank and the Year 6 'Think Safe' visit.

At the start of Year 3, all parents are sent a letter by the SENCO regarding the pastoral support that is available to every child in school. Parents are invited to consent to this support, should the need arise during their child's time at St. Peter's. Parents will always be informed if we feel their child would benefit from such an intervention and they will be notified in advance.

Parent Signposting – Family Help

The vision of Family Help is 'stable home built on love'. Within Hart and Rushmoor, there are five local teams covering the area. This is to provide localised support for families.

If a family is looking for support around a single issue which is not already being addressed or supported by someone, they can receive a Level 2 intervention. If the decision is made that a Level 2 early help response is needed, then the parent/carer will be offered advice, guidance and signposted to services to support the child and family via a SOS appointment. This comprises of up to three phone calls over a period of up to three months.

Hampshire's Core Programmes include:

- Nurture Programme - Parenting strategies to promote positive behaviours and emotions. For parents and carers with children aged 2-13 years old (10 weeks).
- Parenting Puzzle - For those parents who can't commit to a 10-week course, this is for 4 weeks, for parenting and carers with children from 2-13 years (4 weeks).
- Talking Teens Parenting strategies to understand teenager behaviour - For parents and carers with children aged 12-19 years old (4 weeks).
- Non-Violent Resistance – For parents who are experiencing child to parent violence, for ages 8-17 years old (12 weeks).
- Adverse Childhood Experiences – Separate groups for parents or children who may have experienced trauma in their childhood (10 weeks).
- HENRY - Promotes healthy living, for families with children 0-8 years old, includes diet, exercise and parenting (8 weeks).
- Tots Talking – A group for parents and carers to improve the language skills of their two-year-olds (8 weeks).

To book onto a course, parents can complete the online booking form: [Hart & Rushmoor - Parent Support Programme Request](#)

Every term, parents receive a copy of the 'Rushmoor & Hart Supporting Families Bulletin' which includes information about local activities and services.

Staff Signposting

Family life is important at St. Peter's and we encourage a healthy work-life balance. Governors play a crucial role in monitoring staff wellbeing through regular meetings with various staff members and an annual survey.

The following services are also available to staff.

- Education Support: 'Our mission is to improve the mental health and wellbeing of teachers and education staff. We believe that better mental health leads to better education'. The helpline offers immediate, confidential emotional support with a qualified counsellor (0800 562 561). [About Education Support UK charity for education staff](#)
- Hampshire County Council wellbeing resources for school staff: 'Helping you to develop the confidence and ability to handle the pressures of your daily work'. [Wellbeing and resilience for staff in education settings | Education and learning | Hampshire County Council](#)

Farnborough Foodbank

The aim of Farnborough Foodbank is: Helping Local People In Crisis. 'We don't think anyone in our community should have to face going hungry. That's why we provide three days' nutritionally balanced emergency food and support to local people who are referred to us in crisis. We are part of a nationwide network of foodbanks, supported by The Trussell Trust, working to combat poverty and hunger across the UK.'

The school is able to refer families to the Farnborough Foodbank, located at St. Peter's Church.

Mental Health Training

Members of the senior leadership team will participate in 'Awareness of First Aid for Mental Health' training, supporting them to:

- Know what mental health is, why people develop mental health conditions and the role of a first aider for mental health
- Know how to provide advice and practical support for a person presenting a mental health condition
- Know how to recognise and manage stress
- Know how to recognise a range of mental health conditions

The Inclusion Team and School Business Manager will complete 'First Aid for Mental Health'. In addition to the above, this will support them to:

- Understand the impact of substance abuse on mental health
- Understand the first aid action plan for mental health and be able to put it in place
- Know how to implement a positive mental health culture in the workplace

Policy Links

- Behaviour and Relationships Policy
- Safeguarding Policy
- Health and Safety Policy
- Anti-bullying Policy
- Curriculum Policy
- Spiritual Development Policy