



AVANTI HOUSE
EXCELLENCE · VIRTUE · DEVOTION

Emotional Well-being and Mental Health Policy

2019-2021

Agreed & Ratified: September 2019	Review date: September 2021
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Written by Mrs S Bellare (Principal)

Policy statement

At Avanti House Primary it is our vision that all pupils will develop to their fullest through our three pillars; Educational Excellence, Character Development and Spiritual Insight. Our core principles are; we are unique spiritual beings with incredible potential and we achieve our fullest potential by discovering and nurturing all parts of ourselves; intellectual, emotional, physical and spiritual.

We can choose how we wish to respond to life and what we nurture within us. We will live increasingly meaningful and satisfying lives if we each serve a purpose higher than ourselves. We need to love, be loved and be nourished by personal relationships that encourage us to be the best we can.

The schools promote holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation and through an environment that actively fosters environmental concern. By drawing on the teachings of Krishna Chaitanya, Avanti Schools Trust schools embrace a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna).

We prepare pupils for their respective life-journeys by promoting: Educational Excellence, Character Formation and Spiritual Insight.

Educational Excellence

Our school motivates and enables all pupils to become reflective, articulate and independent thinkers, laying solid foundations for their future learning, vocation and self-fulfillment. Our broad and challenging curriculum focuses on core skills and subjects and is distinctive in its values- based approach to the humanities and their emphasis on the artistic and spiritual realms.

Character Formation

Our school acknowledges that personal virtue, responsibility and a wholesome sense of identity underpins success in all endeavours, material and spiritual. They nurture conduct consistent with the universal virtues of humility, respect, integrity, courage, empathy, gratitude and self-restraint.

Spiritual Insight

Rooted in the teachings of Chaitanya, our school promotes an inclusive, accessible approach to spirituality. It aims at a personal, loving and spontaneous reciprocation with the divine (Krishna). Self-discovery is supported through song, mantra meditation, and service to humanity, contemplative prayer and the study of exemplary role models. This prepares all students to make lasting contributions to society as loyal, responsible and broad-minded citizens.

DEFINITION

“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 2014)

Our school community (children, staff, parents and school stake holders) aim to:

- Learn and grow together within a safe, caring and happy environment.
- Continually encourage achievement in all aspects of school life.
- Motivate all children with a broad and challenging curriculum.
- Treat everyone with honesty and respect.
- Ensure opportunities for all.
- Promote well-being of pupils, staff, parents, SSC and community
- Children and adults will feel valued, trusted and have a sense of belonging to the school community.
- Build strength and resilience to cope with and have the ability to solve problems.
- Develop resilience and self-esteem.

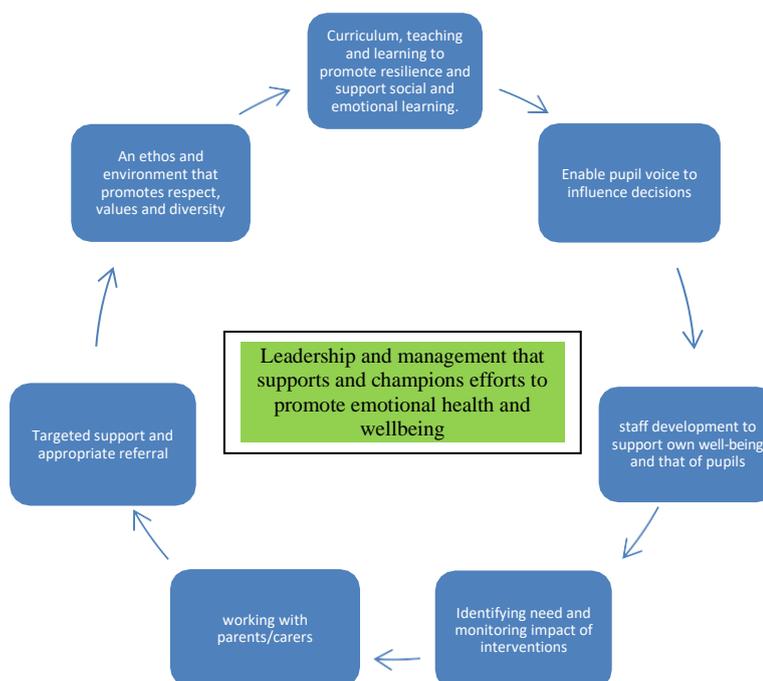
This policy represents the agreed principles for Well-being and Mental health throughout the school.

PURPOSE

The purpose of this policy is to:

- Promote positive mental health and well-being
- Prevent mental health problems
- Identify and support children with well-being and mental health
- Create a whole school approach for both pupils and staff
- Work together with families and community

The following diagram presents eight principles to promote emotional well-being and mental health.



The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies at Avanti House Primary. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physically rich environment where key relationships can thrive and children can feel secure in their learning. Our Philosophy Religion and Ethics curriculum, PSHE and creative curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have opportunities for professional development in identification, procedures, interventions and resources that will support their own and the pupil's emotional health and wellbeing.

LEADERSHIP AND MANAGEMENT

We have a trained designated senior lead for Emotional well-being and Mental health in place (EWMH). We have a SENDco who is responsible for communicating and supporting staff and children who have been identified with Emotional well-being and mental health.

EWMH Lead to:

Oversee the whole school approach to mental health and wellbeing, including its reflection in behaviour and curriculum policies, how staff are supported and how pupils and parents are engaged:

- EWMH Lead works with staff to coordinate whole school activities to promote positive mental health and well-being.
- Having knowledge and links with local mental health services and oversee referring children to them when appropriate.
- Supporting the identification of "at risk" children.
- Oversight of any interventions being delivered in the school.
- Lead on PSHE teaching about emotional well-being and mental health.
- Provide advice and support to staff in contact with EWMH needs and organise training and updates.
- Write the Policy and action plan for EWMH.
- Work with Leadership team and SSC to ensure policy and action plan are being disseminated across the school.
- Overseeing the outcomes of interventions on children's education and wellbeing.

SENDco to:

- Support staff in identifying pupils who have EWMH needs
- Put interventions/support in place
- Having knowledge and links with local mental health services and referring children to them when appropriate.
- Monitoring and evaluating of any interventions being delivered in the school.

Staff to:

- To be vigilant and provide early intervention
- To create a caring, safe environment
- Follow school procedures as set out in the EWMH and SEND policy
- Provide lessons on EWMH

Parental involvement

When a concern has been raised, the School will, as per our SEND policy:

- Contact parents and carers and discuss children's needs.
- Draw up an Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers fully informed regarding support and interventions in place.

ASSESSMENT, INTERVENTION AND SUPPORT

Clear identification, impact and outcomes measures will feed into the interventions that will be offered to pupils. Class teachers will identify children and complete a form indicating the needs presented by a pupil. This will be passed on to the SENDco who will make observations and put interventions in place. SENDco will liaise with external professionals so support can be provided if needed.

We believe that all staff have a responsibility to promote positive mental health, and to understand 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. All staff understand the possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Monitoring and intervention procedures are found in our SEND policy, which can be found on the school's website.

The school will promote EWMH through:

- Our unique ethos and see EWMH Action Plan and policy
- Tool kit below



