

## Mental Health & Wellbeing

At Farington Primary School, we recognise the importance of good mental health. Children who are worried, anxious or stressed do not learn while those that are happy, secure and confident thrive.

As a school, we believe we have a dual role in supporting children's mental health and wellbeing:

- To create a protective environment which acts to prevent everyday stresses becoming serious problems.
- To have a system of identification to intervene when mental health difficulties are disrupting progress and the healthy development of individual children.



To coordinate this provision, we have our in school pastoral manager (Lisa Seager) who also works as our identified a Designated Mental Health Lead supported in this role by Emma Roberts (HLTA). This allows us to have a strategic overview of our mental health provision, attend relevant training and support staff to meet the mental health needs of our children through universal support and referrals.



Importantly, our approach is not limited to supporting children experiencing crisis. Instead, we take a graduated approach, starting with universal provision which aims to equip all children with the tools to support their own mental wellbeing. We also have school staff who are trained to give early support to children experiencing difficulties and we access a range of services to support children whose needs are more severe and require trained external support.

Our universal approaches to supporting children in maintaining good mental health and wellbeing include:

- We have our own, in school, foodbank and uniform shop. These can be used to support children and families who may be experiencing struggles. We also donate to local foodbanks to support other school children and families within our locality.
- Working hard to ensure that children create secure and meaningful relationships with adults in school. These relationships enable adults to notice when children may be struggling and ensure that children know who to talk to if they have worries or problems.
- Through PSHCE, assemblies, special days and discussion times, we teach children about a wide range of things that they can do to stay mentally healthy. We recognise that there is a strong link between good physical and mental health, and we help children to become aware of this.
- Recognising that children will feel happier when they feel included and taking steps to ensure that all children feel welcome. For example, we teach about and celebrate a range of different cultural and religious festivals. We actively promote the celebration of differences and encourage children to speak out if they witness or have been a victim of discrimination.
- Providing 'safe spaces' for children to retreat to if and when support is needed. This is Mrs. Seager's room. Our playground leaders also help children who are feeling lost or sad in the playground by encouraging them to take part in supported games and activities.



- Identifying children who would benefit from extra-curricular clubs and enabling this happen. This helps to support with increased confidence, social interaction, and physical/mental wellbeing.
- Using restorative approaches where appropriate. When difficulties arise between children, staff use restorative approaches to support children in finding solutions and recovering from disagreements. This is central to our behaviour policy.

We also recognise that certain events in our children's lives can affect their mental health and wellbeing and that this may result in them needing some extra support. We use a range of different strategies, including screening tools, to support children when there are indicators that their mental health is suffering. Outside agencies and referrals are made if deemed necessary.