



Southdown Primary School



Mental Health and Emotional Wellbeing Policy 2026

Chair of Governors: 	Headteacher: 
Ratified on: 19.05.26	Review by: Summer Term 2029

Southdown Primary School
Mental Health and Emotional Wellbeing Policy

What is the Mental Health and Emotional Wellbeing Policy and Strategy?

The Mental Health and Emotional Wellbeing Policy and Strategy is a guide to define ‘how’ we are expected to support children and staff with mental health and emotional wellbeing and ‘what’ practice we implement to support mental health and emotional wellbeing. The strategy details the systems in place to ensure that mental health and emotional wellbeing is embedded into our culture to support the children and staff at Southdown Primary School.

Aims

At Southdown Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s business and that we all have a role to play.

At Southdown Primary School, we aim to promote positive mental health and emotional wellbeing for our whole school community (children, staff, parents and carers) and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children’s wellbeing, we recognise the importance of promoting staff mental health and emotional wellbeing –please see Staff Wellbeing Policy for further information.

At Southdown Primary School we want to:

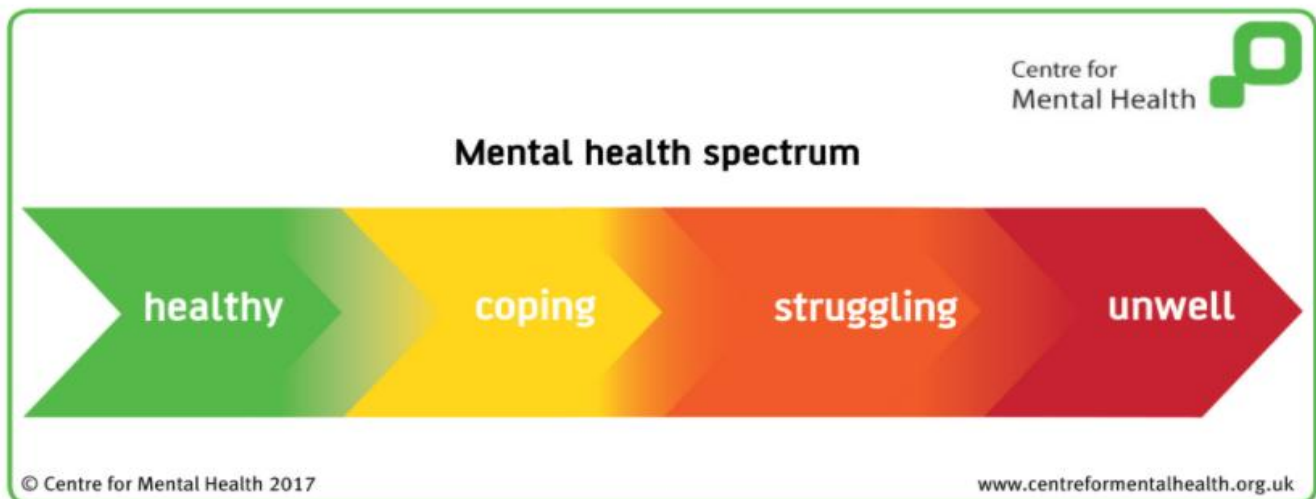
- Create an ethos, policies and behaviours that support mental health and resilience, which everyone understands.
- Help children to develop social relationships, support each other and seek help when they need it.
- Help children to be resilient learners.
- Teach children the social and emotional skills and an awareness of mental health.
- Take part in early identification of children who have mental health needs and plan the support needed to meet their needs, including working with specialist services.
- Effectively work with parents and carers.
- Support and train staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

What do we mean by mental health and emotional wellbeing?

Mental Health is ***“the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.”*** (World Health Organisation)

Mental health affects all aspects of life and behaviour. Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.



Mental health and emotional wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.

- manage times of stress and be able to deal with change.
- learn and achieve.

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. Southdown Primary School uses Five Ways to Wellbeing as our whole school approach to mental health and emotional wellbeing.

What are the Five Ways to Wellbeing?

The Five Ways to Wellbeing Framework was developed by the New Economics Foundation as a set of five evidence-based actions that promote mental wellbeing. Based on the latest scientific evidence the simple actions, if taken regularly, can improve wellbeing and enhance quality of life. These actions are applicable to all people, all ages, and all abilities. We use the Five Ways to Wellbeing to drive everything that we do, with our staff, wider community and children.

<p>Take Notice</p>		<p>Take time to be still, reflect and become aware of your surroundings. Notice what you are thinking and be aware of what is going on in the world around you: the everyday and the unusual. Be curious. Evidence suggests that being outside in nature can boost your wellbeing. This provides an excellent opportunity to take notice of new things, such as the changing seasons, plants, and wildlife.</p>
<p>Connect</p>		<p>Take opportunities to connect, build, broaden, and strengthen relationships. Spend time with your friends, family and others around you. Even small interactions can make us feel better. Use different ways to communicate.</p>
<p>Be Active</p>		<p>Evidence suggests that physical activity changes the brain chemistry to release ‘happy hormones’ which in turn can make you feel more positive. Get up and move. Go for a walk or a run. Cycle, dance or play a game. Walk to school.</p>
<p>Keep Learning</p>		<p>Set a goal. Achieve a goal. Try something fun. Research something you are interested in. Learn a new word or a random fact. Visit a museum or watch a documentary. Learning can be social as you may make new friends as well as new skills.</p>
<p>Give</p>		<p>Helping others can be incredibly rewarding and creates connections with the people around you. Do something nice for a friend or a stranger. Thank someone. Smile. Volunteer your time or help someone. Raise money for charity. Be a good role model. Be kind to yourself when you need a break, or need some time to do things that bring you joy.</p>

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the myHappymind programme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

myHappymind

myHappymind is an NHS-backed, evidence-based programme designed to develop children's mental wellbeing, resilience and self-esteem through preventative strategies and practical tools. myHappymind is implemented across all year groups at Southdown. The programme uses a digital platform with engaging, child-friendly content, including workbooks, journals and a parent app to support learning at home. Lessons are structured into modules, often delivered weekly, covering topics such as self-regulation, emotional management, growth mindset, gratitude and understanding the brain.

National Curriculum

The curriculum for Wales is split into six Areas of Learning and Experiences (AoLEs) all with equal weighting, and the AoLE which covers mental wellbeing is called Health and Wellbeing. This curriculum includes relationships and sexuality education (RSE).

Supporting children' positive mental health and emotional wellbeing

Our School has developed a range of strategies and approaches including:

Whole school

- Displays and information around the School about positive mental health and where to go for help and support e.g. 5 Ways to Wellbeing, Sut wyt ti?
- Learning Powers
- One Page Profiles
- Positive Behaviour strategies including positive praise and rewards i.e. star of the week, Headteacher Handshakes
- Promotion of Growth Mindset
- Staff Wellbeing Policy
- Termly Wellbeing week – whole school focus on doing things which make us feel good

Class activities

- Together Time –daily time to connect and share
- Community Police visits
- Learning Partners
- myHappymind lessons
- Outdoor Learning
- Parental engagement sessions

Pupil-led activities

- Pupil leadership groups

- Pupils take an active role in planning their learning.

Transition programmes

- Transition Programme to secondary schools
- Transition between classes
- Teacher to Teacher meetings when pupil’s transfer to the next class
- ‘Moving Up’ morning
- New Nursery play sessions
- Parental information evenings

Identifying needs and Warning Signs

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the class teacher in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Designated Safeguarding Person or Deputy Designated Safeguarding Lead. Any other Safeguarding concerns that are non-urgent should be recorded via CPOMS.

A very simple wellbeing assessment has been developed to aid staff in determining if a child may be in need of a wellbeing-style structured conversation. It is scored as follows:

Score Indicator	0	1	2
Smiling	Looks ‘glum’	Occasionally smiles	Smiles readily
Talking with peers	Sits alone and talks to no one	Will talk when prompted	Talks readily with peers
Appearance	‘Scruffy’	Generally well-kempt	Cares about appearance
Talking with adults	Barely engages with adults	Will talk with adult when prompted	Talks readily with adults
Attitude to learning	Little or no effort in lessons/activities	Below average effort in lessons/activities	Good effort in lessons/activities
Attendance	A persistent absentee, frequently late.	Attendance rate of 92% - 94%, sometimes late.	Attendance 95% or better, rarely late.

A pupil who scores a 7 or higher is considered to have good emotional wellbeing, while a score of 3 or lower may indicate the need for further investigation and support.

School staff may also become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the class teacher and/or Designated Safeguarding Person as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Falling academic achievement.
- Secretive behaviour.
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the Safeguarding procedures are followed.

At Southdown Primary School we recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern may need to be shared with the class teacher and/or Headteacher in order to provide appropriate support. Information to be recorded on CPOMS.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Alex Kelly's Talkabout – a small group intervention to improve children's communication and social skills i.e. turn taking, dealing with issues, resolving conflict
- Be Smart, Be Cool, Be Positive (Year 3 upwards)
- ELSA support groups
- Lego Therapy
- Drawing and Talking

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile
- Strengths and Difficulties questionnaire
- Emotional literacy scales

Working with Parents

We recognise the important role parents and carers have in promoting and supporting the mental health and emotional wellbeing of their children, and in particular supporting children who do have mental health needs.

In order to support parents we will:

- Promote and build strong school/home relationships through good communication.
- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Organise a range of parent programmes in school.

- Share and allow parents to access sources of further support from outside agencies.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about and share ideas for extending and exploring this learning at home.

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available. When a concern has been raised, we will:

- Contact parents and carers and meet with them (*In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.*)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting on CPOMS.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Working with other agencies and partners

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational Psychology services
- Nurture support through Flintshire Local Authority
- CAMHS (child and adolescent mental health service)
- Young People's Counselling services
- VivUp -counselling and advice service for Flintshire employees

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about 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.

Possible risk factors have been shared with all staff and they understand that these factors 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 (*see appendix 1 on risk and protective factors*).

Whilst all staff have a responsibility to promote the mental health of children, staff with a specific, relevant remit include:

- Miss Luke -Designated Safeguarding Person
- Mrs Bell –Deputy Designated Safeguarding Person
- Mrs Evans -Assistant Designated Safeguarding Person
- Mrs Mountain -Assistant Designated Safeguarding Person
- Mrs Bell -Mental Health and Emotional Wellbeing Lead
- Mrs Wilson - Emotional Literacy Support assistant -ELSA

Professional learning

We want all staff to be confident in their knowledge of mental health and emotional wellbeing and to be able to promote positive mental health and emotional wellbeing, identify mental health needs early in children and know what to do and where to get help.

The school is committed to strengthening staff understanding of mental health and will continue to access relevant professional learning and training opportunities as they become available. This may include the Mental Health First Aider qualification.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding training in order to enable them to keep our children safe. The MindEd learning portal also provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our professional learning programme and this will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Supporting staff to positive mental health and emotional wellbeing

Supporting and promoting the mental health and emotional wellbeing of staff is an essential component of a healthy school. The Governing Body's 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees.

Wellbeing in the workplace is relevant to all employees and everyone can contribute to improved wellbeing at work. Addressing workplace wellbeing can help strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health. Southdown Primary School therefore has a separate Wellbeing Policy for staff.

Mental Health and Emotional Wellbeing Strategy

In 2022 Southdown Primary School decided to undertake the Wellbeing Award for Schools (WAS) process. Developed in partnership with the National Children's Bureau (NCB), the WAS is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole school community. NCB's vision is an education system where emotional wellbeing and mental health are at the heart of the culture and ethos of school, so that pupils, with the support of teachers, can build confidence and flourish. Southdown Primary School believes in these principles, beyond the award process and therefore wishes to define a longer term and sustainable wellbeing strategy.

Southdown Primary School successfully achieved the award in May 2024 and the award is accredited for 3 years

Southdown Primary School's wellbeing strategy aims to represent a commitment to developing a sustainable and whole school approach to emotional wellbeing and mental health and ultimately improve the emotional wellbeing of pupils and teachers.

The objectives are to:

- Bring together all those with a role to play in relation to the health and wellbeing of the whole school community
- Raise awareness of emotional wellbeing and mental health
- Identify strategies to build the capability to identify mental health and emotional wellbeing concerns early and ensure appropriate support is provided
- Capture views of parents, pupils and teachers
- Identify gaps and areas for change and create an operational action plan
- Provide a framework to monitor changes and measure improvements to wellbeing
- Support achievement of the WAS award

The Strategic Plan

Our vision for our pupils is that we want them to SHINE:

- Safe
- Happy
- Independent
- Nurtured
- Empowered

To be these things Southdown Primary School understands that good mental health and emotional wellbeing needs to be at the forefront. As part of the work towards the Wellbeing Award for Schools during 2022-2024 a strategy was planned around the eight objectives of the award. This plan was created after completing the Self-Evaluation and SWOT Analysis.

Objective	Task/Strategies	Success Criteria
<p>1: The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.</p>	<ul style="list-style-type: none"> • Introduce the award to all stakeholders, gain commitment of SLT and governing body. • Enlist a Change Team to include a variety of staff, parents and Governors across the school community. • Audit and evaluate where we stand with supporting mental health and emotional wellbeing for staff, pupils and parents. • Use the online action plan for the process and monitor. 	<ul style="list-style-type: none"> • All staff, pupils and parents have a deeper understanding of the WAS process. • The school is committed to embracing change for positive outcomes of support for mental health and emotional wellbeing. • An Action Plan is in place and monitored on a regular basis.
<p>2: The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.</p>	<ul style="list-style-type: none"> • School's vision statement to be reviewed to ensure promotion of good emotional wellbeing and mental health. • Wellbeing to be a consistent part of the SDP -Share our strategy with the whole school community. • Approve the strategy with the SLT team. • We will review our provisions and how we currently support wellbeing and mental health. • Take into account risk factors for pupils and complete mental health screening as appropriate or as requested. • Create a strategy for emotional wellbeing and mental health • Ensure the school policies are in line with the school's vision on Emotional Wellbeing and Mental Health –consider an general statement to be added to all policies. 	<ul style="list-style-type: none"> • The whole school community will understand the vision and embrace any learning around this by committing to the strategy. • The school's provision for supporting wellbeing and mental health will be greatly enhanced. • All staff involved in working with children within the school community will have a clear understanding of the risk factors for vulnerable pupils. • Policies reflect the schools Emotional Wellbeing and Mental Health vision.
<p>3: The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.</p>	<ul style="list-style-type: none"> • Deliver raising awareness activities for staff, pupil and parents and make a record of these events. • Review the Behaviour and Respecting Others (Anti-Bullying) Policy to ensure appropriate and reference to positivity, good relationships and positive language. • Further development of 5 Ways to Wellbeing across the school. 	<ul style="list-style-type: none"> • All stakeholders will have a clearer understanding of what wellbeing means and a richer knowledge of mental health issues. • Staff and parents will be able to recognise emotional health issues and respond appropriately. • School will be able to facilitate learning gaps around mental health and emotional wellbeing. • An environment will be created where everyone accepts and understands that positive mental health and emotional wellbeing is the responsibility of all. • We have created an environment that releases the stigma around mental health. • Policies reflect the schools Emotional Wellbeing and Mental Health vision.
<p>4: The school actively promotes staff emotional wellbeing and mental health.</p>	<ul style="list-style-type: none"> • A budget will be created for staff in order to positively promote mental health and emotional wellbeing in our workplace. • Appraisal procedures will specifically support the emotional wellbeing of staff. • A specific staff wellbeing policy will be developed. • Feedback and evaluations will take place regularly to gage the wellbeing needs of staff. • Regular staff wellbeing questionnaires will be completed and the results from these analysed. 	<ul style="list-style-type: none"> • Finances through the school budget will be set aside for staff wellbeing activities and resources. • Staff will be provided with a space to explore their emotional wellbeing within the school appraisal systems. • An environment will be created where mental health is an openly talked about subject, therefore the stigma around mental health will be less. • A staff wellbeing policy is in place.

Objective	Task/Strategies	Success Criteria
<p>5: The school priorities professional learning and staff development on emotional wellbeing and mental health.</p>	<ul style="list-style-type: none"> • Staff development on emotional wellbeing and mental health will become part of the School Development plan. • Skills audits will take place and any gaps in knowledge will be filled with mental health training, both for short and long term progress. • School will deliver a programme of mental health training for all staff across the school community, including all staff where available. • School will regularly assess the confidence among staff in responding appropriately to mental health concerns. • School will ensure all staff are trained to use CPOMS. • The school will have a mental first aider. 	<ul style="list-style-type: none"> • Staff will gain a greater depth of knowledge around mental health needs and be able to respond appropriately. • SLT will have a clear understanding of staff CPD needs for positive wellbeing and will provide continuous quality training for all staff; this will enable staff to manage pupils with mental health needs in the classroom and school environment. • School will facilitate staff wellbeing needs, whilst improving productivity within the work place. • School will have procedures for dealing with any mental health or wellbeing concerns. • A mental first aider is in place.
<p>6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.</p>	<ul style="list-style-type: none"> • All pupils and staff will complete regular mental health questionnaires to raise any concerns and these will be acted upon appropriately. • School will network with any outside agencies or services, ensuring an information sharing process is in place. • School will provide a range of emotional health interventions for pupils and parents. Regular feedback and evaluations will take place to ensure good practice and positive outcomes. • Pupils with specific mental health needs will be clearly identified and their provision recorded. • A list will be created for signpost referral services, this will include, social care, NHS and wellbeing services within the borough. 	<ul style="list-style-type: none"> • School will have a clear idea of the emotional needs of its pupils, parents and staff. Interventions will facilitate any mental health needs across the school. Impact data will evaluate the process and a referral strategy will be in place. • A system will be in place to match support around individual needs • School will know who the vulnerable children and adults are in the school environment and support will be given. • Signpost and agency services will be visual for all stakeholders, these will be shown on the allocated section for mental health and emotional wellbeing on the school website.
<p>7: The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.</p>	<ul style="list-style-type: none"> • The views of staff, pupils and parents will take place at regular intervals to gain an insight into ongoing needs for wellbeing and mental health. • All members of the school community, children, staff, parents and governors to be fully involved in the national 'Mental Health' weeks that take place each year. • Regular feedback questionnaires will take place to evaluate the school approaches to mental health and emotional wellbeing. • Develop the website to ensure up to date resources are accessible. • Consider how develop the use of Mental Health Champions or similar across the school. 	<ul style="list-style-type: none"> • School will have a clear understanding of the emotional needs of its staff, pupils and parents. • Evaluations will take place on regular intervals to understand the schools needs in continuing to create positive wellbeing for all stakeholders. • How to structure the use of Mental Health Champions has been considered.

Objective	Task/Strategies	Success Criteria
8: The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.	<ul style="list-style-type: none"> • The school will create networks with other schools to share good practice of wellbeing and mental health support • A list of agencies and services will be created and shared with staff and parents via the school website. • School will enlist key staff to represent the school at mental health forums. They will share this information and new learning with the school staff. • The school will participate with local commissioning arrangements such as, CAMHs, Educational Psychologists, teams, behaviour support and Public Health services. • The school will gain feedback from its partnerships of work and ongoing future arrangements will be made. 	<ul style="list-style-type: none"> • The school will have a strong network with other schools in the county to share approaches around outstanding mental health and emotional wellbeing support for all stakeholders. • School will have strong links with outside services and agencies, therefore creating an effective referral process. • Key staff will be continuously trained in the mental health field and will attend any mental health forums to keep up to date with any changes in mental health learning and approaches. This will enable school to provide excellent mental health and emotional wellbeing support for all of the school community. • School will continuously take part in future commissioning projects and consistently gain feedback from all stakeholders of any needs for future services.

3 year overview

2019-2020	2020-2021	2021-2022
<ul style="list-style-type: none"> • Increased communication with all stakeholders around Mental Health and Emotional Wellbeing. • Provision Map for intervention and support • WAS award 	<ul style="list-style-type: none"> • Provision Map for intervention and support • Achieve WAS award 	<ul style="list-style-type: none"> • Re-establish parent support groups on a face-to-face level once Covid Organisational Guidance allows. • Build on and continue to engage with the Change Team. • Have an ELSA in each classroom • Further develop Mental Health Champions.

Mental Health and Emotional Wellbeing Impact Statement

Southdown Primary School is committed to the protection and promotion of positive mental health and emotional wellbeing of our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. This Policy has been written and reviewed in line with our school's vision and Mental Health and Emotional Wellbeing Policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been quality impact assessed and we believe that it is line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote quality at Southdown Primary School.

APPENDIX 1: Risk and protective factors that are believed to be associated with mental health outcomes

	RISK FACTORS	PROTECTIVE FACTORS
IN THE CHILD	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
IN THE FAMILY	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child’s changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
IN THE SCHOOL	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • ‘Open door’ policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
IN THE COMMUNITY	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities