



Psychosocial Welfare Policy

Prepared by: Head Teacher
Approved by: The Governors
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Internal Contacts

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External Contacts

Local authority designated officer (LADO)		0208 545 3187 020 8545 3179 lado@merton.gov.uk
Merton Children and Families Hub (former MASH)		020 8545 4226 020 8545 4227 candfhub@merton.gov.uk
Social Care Services		Outside Office Hours: 020 8770 5000 NSPCC helpline on: 0808 800 5000.
Police		Emergencies: 999 Non-emergencies: 101
Preventing extremism in schools		020 7340 7264 Confidential anti-terrorist hotline: 0800 789 32
Online Safety Helpline (UK Safer Internet Center)		0344 3814 772 helpline@saferinternet.org.uk

Content

1. MENTAL HEALTH AND WELLBEING IS IMPORTANT	2
2. PURPOSE	2
3. LINKS TO OTHER POLICIES	2
4. STAFF ROLES AND RESPONSIBILITIES	2
5. A WHOLE SCHOOL APPROACH TO PROMOTING VALUES	3
6. PREVENTION AND AWARENESS-RAISING ACTIVITIES	4

1. Mental health and wellbeing is important

At The Norwegian School we aim to promote positive mental health and wellbeing for our whole school community, and we recognise how important mental health and emotional wellbeing is to our lives in the same way as physical health. Children's mental health is a crucial factor in their general wellbeing, and can significantly affect their learning and achievement in school.

The Norwegian Education Act Chapter 12-2 states that "all pupils in school and college have the right to a good physical and psychosocial environment that promotes health, well-being and learning." The Department for Education (DfD) recognises that "in order to help their students succeed, schools have a role to play in supporting them to be resilient and mentally healthy."

Our aim is to develop the protective factors that promote good mental health and be a school where:

- All children feel valued and safe
- All children feel a sense of belonging
- Children feel they can speak freely and openly to trusted adults without any feeling of stigma
- Bullying is not tolerated

2. Purpose

This policy sets out:

- How we promote mental and emotional wellbeing and prevent mental health problems
- How we identify and support children with mental health needs.
- How we train staff in order to understand mental health problems
- Our procedures when we need to seek further advice and support

3. Links to other policies

This policy links to our policies on Safeguarding, Anti Bullying policy, Code of Conduct, E-Safety Policy, Equal Opportunity Policy and PSHE-RSE Policy.

4. Staff Roles and responsibilities

All staff have a responsibility to promote positive mental health, and to understand risk factors for mental health. These risk factors can include long term illness, having a parent with mental health issues, death or loss, including loss of friendship, family breakdown, and bullying.

As a minimum, all staff will receive training regarding recognising and responding to mental health issues as part of their regular child protection training in order to keep all children safe. Staff know about the signs that indicate that a child is experiencing mental health problems.

These signs might include (not exclusively):

- isolation from friends and family
- falling academic achievement
- talking about or joking about selfharm and suicide
- expressing feelings of hopelessness and uselessness
- increased absence and lateness
- not wanting to take part in PE or changing for PE
- recurrent physical pain that does not have an evident cause

Any members of staff concerned about a pupil will talk to the school's DSL or Deputy DSL. All concerns are logged and monitored in MyConcern. If there is concern that a pupil is in danger or in immediate harm, the school's child protection procedures are followed.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with support from external professionals. In some cases a pupil's mental health needs require support from a specialist service.

School referrals to professional services will be made by the school's DSL in consultation with the pupil and/or carers and with pupils and/or carers consent (when appropriate).

Our main services for advice, support and referrals are:

- **Children and Families Hub**, Merton
(or in the pupil's local Borough)
- **CAHMS- Child and Adolescent Mental Health Services**, Merton
(or in the pupil's local borough)

5. A whole school approach to promoting values

We take a whole school approach to promoting positive mental health and aim to help children be more resilient and happier, and to prevent problems before they arise. We are a value-based school. We believe that by teaching core values we support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. The values are addressed directly through lessons and assemblies, but also permeate day-to-day life at the school.

Our teaching is based on the British values of democracy, rule of law, individual liberty, mutual respect and tolerance; as well as the overriding core values in the Norwegian Curriculum: human dignity, identity and cultural diversity, critical thinking and ethical awareness, respect for nature, democracy and participation, and the joy of creating, engagement and urge to explore. The school actively promotes British and Norwegian values and will challenge any opinion or behaviour in school that is contrary to these. The school will not tolerate prejudice or discrimination. The curriculum has a strong emphasis on mental wellbeing. Health and Resilience is taught as a cross curricular topic for all year groups throughout the year.

6. Prevention and awareness-raising activities

12-3 The psychosocial environment.

The school shall actively and systematically work to promote a good psychosocial environment, where the individual pupils can experience security and social belonging.

All staff have a responsibility to promote the protective factor of social of emotional competence for mental health. This includes self-esteem, communication and problem-solving skills, a sense of worth and belonging and being able to understand and express feelings.

Utdanningsdirektoratet (UDIR) underlines the importance of good leadership and a good organisational culture as a basis for a good school environment. Furthermore, the teachers' leadership within the class, positive relationship between staff and pupils, the environment among pupils and cooperation between school and parents are important factors for the school's psychosocial environment. Echoing this, The Norwegian School in London underlines the importance of a good and safe place for all, and recognises that a good psychosocial environment will be a consequence of systematic work, engagement, collective experiences and engaged pupils, staff and parents. In addition to pupils' wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

The Norwegian School promotes a good psychosocial environment through the following activities:

- RSHE-RSE lessons and the curriculum
- Regular and frequent class meetings with the class teacher, focusing on the values highlighted every month throughout the school which are taken from the "Values at The Norwegian School" document (Appendix 1). The school has a list of relevant philosophical questions that can raise awareness amongst the pupils. The DSL will attend meetings regularly or when required.
- "Students corner"- weekly briefing from DSL to all staff about children of concern, and how to help.
- Active playground duty. All staff will focus on the pupils during breaks. They will be attentive and observant, and they will guide children when needed.
- Open door policy to discuss concerns with DSL
- Help-box for writing concerns
- Help line numbers visible throughout the school
- Student, staff and parent satisfaction survey every year.
- Student / teacher meeting each term
- Student Council
- Morning assemblies
- Other school activities: for example, PGL, Christmas ball, Nature trail, visits to different Houses of Worship, Skating day, sleepover at school, sleepover at Museum, camping trip, theatre trips, pantomime at Wimbledon Theatre, visits to our Friendship School
- Awareness days, for example, Safer Internet Day, Anti Bullying week, Red Nose Day

- Staff welfare and training budget

Appendix 1. Values at The Norwegian School in London



Tema	Theme	Faguttrykk og begreper	Key concepts
Menneskeverdet	Human dignity	<ul style="list-style-type: none"> ○ Omsorg ○ Menneskerettigheter ○ Likeverd og likestilling ○ Selvstendige valg ○ Diskriminering ○ Anerkjenne og verdsette ulikheter ○ Solidaritet 	<ul style="list-style-type: none"> ○ Care ○ Human rights ○ Equality and equal rights ○ Independent choices ○ Discrimination ○ Acknowledgement and appreciation of differences ○ Solidarity
Identitet og kulturelt mangfold	Identity and cultural diversity	<ul style="list-style-type: none"> ○ Utvikle din identitet ○ Verdier og tradisjoner ○ Verdsette kulturarven ○ Fellesskap ○ Språklig identitet ○ Rettigheter ○ Minoriteter 	<ul style="list-style-type: none"> ○ Develop your identity ○ Values and traditions ○ Value cultural heritage ○ Community ○ Language Identity ○ Rights ○ Minorities
Kritisk tenkning og etisk bevissthet	Critical thinking and ethical awareness	<ul style="list-style-type: none"> ○ Nysgjerrighet ○ Etisk bevissthet ○ Kritisk refleksjon 	<ul style="list-style-type: none"> ○ Inquisitiveness ○ Ethical awareness ○ Critical reflection
Skaperglede, engasjement og utforskertrang	The joy of creating, engagement and the urge to explore	<ul style="list-style-type: none"> ○ Engasjement ○ Respekt ○ Dybdelæring ○ Trivsel og utvikling ○ Problemløsning ○ Kulturelle opplevelser 	<ul style="list-style-type: none"> ○ Engagement ○ Respect ○ In-depth learning ○ Well-being and development ○ Problem-solving ○ Cultural experiences
Respekt for naturen og miljøbevissthet	Respect for nature and	<ul style="list-style-type: none"> ○ Utvikle bevissthet om ○ Natur og klima 	<ul style="list-style-type: none"> ○ Develop awareness

	environmental awareness	<ul style="list-style-type: none"> ○ Framtid ○ Globale klimaendringer ○ Teknologisk innovasjon 	<ul style="list-style-type: none"> ○ Nature and climate ○ Future ○ Global climate changes ○ Technological innovations
Demokrati og medvirkning	Democracy and participation	<ul style="list-style-type: none"> ○ Demokratiske verdier ○ Forståelse ○ Deltagelse ○ Tros- og Ytringsfrihet ○ Fellesskap ○ Innflytelse ○ Demokrati i praksis ○ Samfunnsborger 	<ul style="list-style-type: none"> ○ Democratic values ○ Understanding ○ Participating ○ Freedom of faith and speech ○ Community ○ Influence ○ Democracy in practice ○ Responsible citizens in society

