

# Newport Infant School

# Mental Health and Well-being Policy

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| Date of Policy Creation/Last Review | September 2020 |
| Policy Lead | Chris Pierce |
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| Policy Category | Safeguarding |

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The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Newport Infant School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

**CONTEXT AND RATIONALE**

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping pupils and staff feel happier, more confident and more motivated

**AIMS**

General:

- Happier and more motivated pupils and staff who get more out of life
- Providing a framework of procedures and responsibilities to support the health and wellbeing of all pupils
- Ensuring that pupils have access to appropriate support
- Ensuring that pupils are treated with respect and dignity
- Helping children develop the knowledge, understanding and skills they need for mental, social and physical wellbeing now and in the future
- Build emotional resilience in pupils and staff

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying
- Lower rates of truancy

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

**VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

The school's role in supporting and promoting mental health and well-being can be summarised as

1) Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and well-being of the whole population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental well-being through the curriculum and reinforcing this teaching through activities and ethos.
2) Identification: recognising emerging issues as quickly and accurately as possible
3) Early Support: helping pupils access early support and interventions
4) Access to Specialist Support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment. (DfE 2018, P.6)

The school promotes and provides a range of services to pupils:

- Cluster Family School Support Worker
- Participation in Future In Mind Programme
- Active School Council and Children's Safeguarding Board
- Staff trained in bereavement support, Nurture Group and Lego Express to Build and trained First Aiders
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
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The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of Super Sue images promoting speaking out, assemblies and events such as national anti-bullying week and using SEAL materials
- Participation in the Future In Mind programme with a designated mental health lead
- All staff are active listeners to whom the child may turn
- Use of school values to promote ways to stay safe and understand the rights of the child/children's voice
- Coordination of school system, policies and environment to foster school connectedness

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Opportunities in assemblies
- Safety Crew, Eco Committee, School Council

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Workshops for parents, open lessons for parents, evening meetings, video tutorials on the website
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND including learning support, teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- A range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles

A curriculum offer based on a sound pedagogy of good cognitive fitness

- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels.
- Specific lessons and resources to promote social and emotional well-being (See Appendix A)

The school enhances pupil self-esteem and personal development through:

- The PSHE and RSE Curricula
- Ready Eddie who builds resilience in children along with independence and resourcefulness.
- Wonderful World of Work to prepare pupils for adulthood and work
- Opportunities for pupil leadership through school council, Safeguarding board, Playground Pals, Eco Committee

- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Consultation on training and support needs through regular review

**Monitoring/Review**

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme.

**The Role of the Mental Health Lead**

- Responsible for the school's approach to mental health and will oversee the help the school gives to pupils with mental health problems
- Help staff to identify pupils with mental health problems
- Offer advice and training to staff about mental health
- Refer children to specialist services if they need to
- Lead and coordinate monitoring of the mental health policy and offer in school

**Appendix A**

Some of the resources used in school:

- The Wellbeing Toolkit for Mental Health Leads by Tina Rae, Amy Such & Jo Wood
- Supporting Mental Health & Wellbeing in Schools by Anna Freud
- The Wellbeing Toolkit Part 1 : A Skills based training programme in therapeutic tools to foster social and emotional development in children & young people By Tina Rae
- The Wellbeing Toolkit for professionals working with children and young people Part 2: A programme of professional development to promote and maintain resilience and personal effectiveness by Tina Rae
- Sleep Champion training Manual by the Children's Sleep Charity
- Keep Cool Facilitators Manual by T&W Council Trainee Educational Psychologists
- Ready to use resources for mindsets in the class by Mary Cay Ricci
- No Worries! By Sharnie Coombes
- Don't worry, be happy (A guide to overcoming anxiety) by Poppy O'Neill
- You're a star (A child's guide to Self-esteem) by Poppy O'Neill
- Relax Kids by Marneta Viegas
- Starving the anger gremlin by Kate Collins-Donnelly