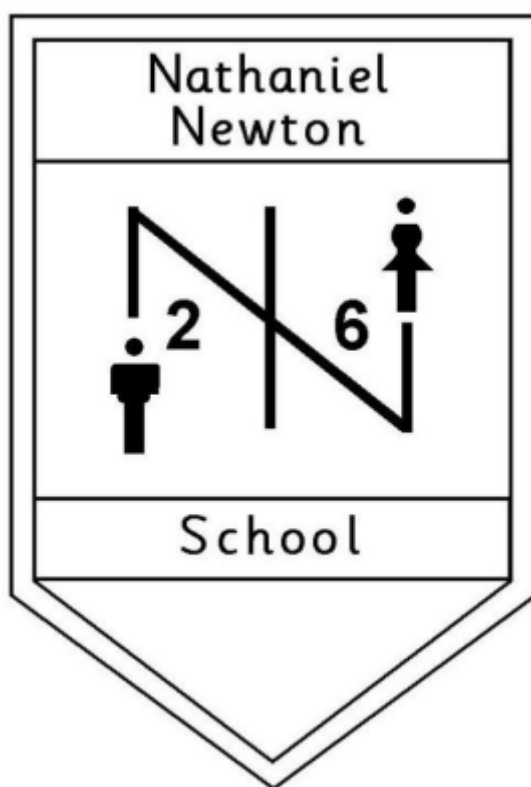


Nathaniel Newton Infant School



Mental Health and Emotional Wellbeing Policy

‘To achieve their potential, school children must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure.’

World Health Organisation (WHO), 2000

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At Nathaniel Newton Infant School, we are committed to supporting the emotional health and wellbeing of our children and staff, which enables all members to become successful, independent, responsible and resilient citizens.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued, which ties into our school ethos: Be Kind, Be fair, Be safe, whilst learning together to be the best we can be.

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 our school we:

- Help children to understand their emotions and feelings better.
- Help children feel comfortable sharing any concerns or worries.
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident.
- Help children to develop emotional resilience and independence.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- To develop a sense of self-worth.
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches such as: Thrive, Jigsaw, Wellbeing Wednesday assemblies, Daily mile.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches such as, nurture, aimed at children with more complex or long-term difficulties including attachment disorder.

Scope

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies: Relationships policy, anti-bullying policy and PSHE policy. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Rebecca Dicken- Wellbeing lead
- Julie Forshew- Head Teacher and Designated safeguarding officer
- Verity Taroni – Deputy Head Teacher, Designated safeguarding officer and Wellbeing support.
- Helen Carey- Designated safeguarding officer and Lead Practitioner for Thrive.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum and Tuesday Wellbeing assemblies.

Thrive profiling ensures that the individual and class needs of our children are met.

Targeted support

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

- Circle time activities.
- Managing feelings resources.
- Managing emotions resources.
- Group Work/Mental health and wellbeing groups through external professionals.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

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

- The Boxall Profile.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

All staff will complete termly 'Thrive' profiles on all of the children in their classes, aimed at identifying a range of possible difficulties.

All staff are vigilant in flagging up children whose attendance falls below expectations and will seek further support if they feel a child would benefit from additional 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 designated child protection and safeguarding officer or the emotional wellbeing lead 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.
- Expressing feelings of failure, uselessness or loss of hope.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and in our wellbeing newsletters.
- Signpost to parent networks.
- 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 via the wellbeing newsletter about the mental health topics their children are learning about in our Zones of Regulation lessons and our Jigsaw, PHSE scheme.

Working with other agencies and partners

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.
- Paediatricians.
- RISE/CAMHS (child and adolescent mental health service).
- Counselling services.
- Family support workers.
- Therapists (Play Therapists).

- Mental Health in Schools Team.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep our children safe.

We are a Trauma and Attachment informed school.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more of our children.