

Shelton Infant School

Pupil Mental Health & Emotional Wellbeing Policy

Policy Statement

At Shelton Infant 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 contribution is valued. This is reflected in the aims of our school which emphasise the importance of enjoying school whilst also being supported and encouraged to fulfil your potential – Achieve Well, Aim High, Have Fun!

At our school we know that everyone experiences life challenges that can make us vulnerable 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 to form and maintain positive relationships.
- Promote self esteem
- Encourage children to be confident
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and our aims regularly and consistently
- Promoting pupil voice and opportunities to participate in decision-making
- Regularly celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Providing pastoral support to our pupils
- Access to appropriate external support that meets the needs of our pupils

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through difficulties

- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties.

Scope

This policy should be read in conjunction with our SEND policy and also with our policies for Safeguarding, Positive Discipline, Anti-bullying, PSHE and SMSD policies.

Lead Members of Staff

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

- Anthony Leigh – Headteacher, Designated Safeguarding Lead
- Sue Derbyshire - Deputy Headteacher, Designated Safeguarding Lead
- Paula Macleod - Assistant Headteacher, SENCO, Mental Health Lead
- Carolyn Taylor – Learning Mentor, Designated Safeguarding Lead
- Gill Hall – Chair of Governors

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

The specific content of lessons will also be determined by the specific needs of each cohort. There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed for themselves or others.

Support for pupils

Emotional health & wellbeing covers the spectrum of activities in school. Our school is proactive in its approach and welcomes opportunities to promote emotional health & wellbeing through both the formal and informal curriculum.

Staff use a variety of methods for promoting effective emotional health and wellbeing for pupils. These complement and reflect the aims and ethos of the school and include:-

- Clear, whole school rules
- Class rules and codes of conduct
- Regularly rewarding academic and non-academic achievement through class reward systems, individual achievement books and weekly celebration assemblies including the presentation of certificates for achievement and progress across all areas of the curriculum and the selection of pupils to be 'very important people' (VIP's).

- Encouraging children to become included in decision-making eg School Parliament, The E Team (Eco Committee), Online Safety Champions, Lunchtime Leaders and Lunchtime Personal Trainers.
- Encouraging co-operation and collaboration in classrooms.
- A strong and effective PHSE curriculum to develop social competence and resilience.
- Provision of a wide range of clubs during lunchtimes and after-school including 'Smile Zone' for isolated and vulnerable pupils. Attendance at clubs both in and out of school are recognised and celebrated with all clubs affiliated to the Shelton Infant University and recorded in each child's individual Learning Passport.
- A creative curriculum where children are encouraged to think 'outside of the box' and use their imagination.
- Regular whole school themed weeks with an emphasis upon fun and enjoyment.
- Referring pupils to work with our Learning Mentor, either individually or as a member of a small group.
- Regular family events throughout the year including Reading Breakfasts, Bedtime Reading, Reading Picnic, Creativity afternoons Mothers' and Fathers' Day activities and dinners, Sharing Our Learning, Book & Biscuit.

Inclusion

Our curriculum provision is based on an understanding that we need to cater differently for individuals to provide equality of opportunity and access to the curriculum. Differentiation and an awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches to meet the needs of all children.

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

School staff may become aware of warning signs which indicate a pupil 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 a designated safeguarding lead. If it is thought that the pupil is in danger of immediate harm then the normal safeguarding and child protection procedures should be followed.

Possible warning signs include:

- Physical signs of harm that are repeated or appear to be non-accidental.
- Changes in eating/sleeping habits.
- Becoming socially withdrawn/isolated from others.
- 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.
- Lowering of academic achievement.

Working with Parents

We see parental involvement as a vital part of promoting positive wellbeing for all pupils.

To support parents, we will:

- 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 by publishing it on the school website.
- 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 in PSHE and share ideas for extending and exploring this learning at home.

Regular events for pupils and parents are held throughout the year to foster a family-centred ethos in school and to develop and maintain strong partnerships with families. These events enable staff and families to get to know each other, eg. Reading Breakfasts, Bedtime Reading evenings, Reading picnic, Creativity afternoons, Family Learning courses and one-off Family Learning sessions, Mothers and Fathers' Day activities and dinners, Book & Biscuit afternoons, Snack and Solve afternoons and regular PTA events.

Parents are also invited to Christmas performances, Harvest Festivals, Spring and Summer services at the local church, class assemblies, dance performances, lesson observations.

Parents of SEND pupils are involved in reviewing their child's progress and agreeing new targets and objectives for their child's continued progress in school.

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
- Social Care
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

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 students safe.

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 pupils.