

Mental Health and Well-Being Policy

"Look at the birds of the air: They do not sow or reap or gather into barns--and yet your Heavenly Father feeds them. Are you not much more valuable than they?" Matthew 6:26

School Vision

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10. Our vision stems from our Christian foundation and is firmly rooted in our values: Love God, Love Others, Love Learning.

Introduction

This document is a statement of the aims, principles and strategies for the promotion of well-being and strong mental health for our pupils and staff at Crookham CE Aided Infant School. Our Vision and values recognise that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health, and their mental wellbeing from childhood through to adulthood. The Department for Education has identified that, in order to help pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

Mental Health and Well-being Education

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organization 2014).

At our school we aim to promote positive mental health for everyone involved in Team Crookham. We do this through a range of universal, whole school initiatives and personalised, targeted strategies where appropriate.

Strategies to Promote Mental Health and Well-being Education

At Crookham Infant School we support and teach skills to adults and children to increase their awareness of mental health and well-being, in an environment and ethos that supports both feeling good and functioning well:

- **Feeling Good** - experiencing positive emotions like happiness, contentment and enjoyment. Including feelings like curiosity, engagement and safety.
- **Functioning Well** - how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

We use guidance from the national minimum standards (2015, Section 3, pp 8, 9) and adhere to the eight key principles identified in 'Promoting Children and Young people's Mental ~~Emotional~~ Health and Wellbeing' (2021), as follows:

Mental Health and Well-Being Policy

Leadership & Management at Crookham Infant School That supports and champions efforts to promote emotional health and wellbeing.						
Curriculum, teaching and learning to promote resilience and support social and emotional learning. e.g. Tough Tortoise	Enable Pupil Voice to influence decisions.	Staff Development To support their own wellbeing and that of others.	Identify need and monitoring impact of interventions.	Working with parents and carers.	Target Support and appropriate intervention.	An ethos and environment that promotes respect and values diversity within Team Crookham.

Our curriculum planning and delivering promotes key aspects of improving mental health and well-being particularly in Relationships Education, Science and Religious Education where children are encouraged to recognise their self-worth and celebrate differences as well as commonalities. Our learning animals promote the habits of life-long learning so that children can thrive in their relationships and feel secure in all areas of their learning.

School initiatives such as School Council, Buddies and Year 2 Leadership promote pupil voice through developing independence and choice making decisions.

Staff have access to training and are signposted to approaches and resources to support their own emotional health and well-being which fosters Team Crookham team work and togetherness.

Clear identification, impact and outcome measures mean whole school interventions are regularly evaluated and adapted and interventions can be targeted towards vulnerable pupils. All staff take responsibility for promoting mental health and the emotional well-being of their pupils. Those with specific relevant responsibility include:

Mrs Bowen - Headteacher, Designated Safeguarding Lead

Mrs Flanagan - SENDCO

Mrs Tyson - ELSA, Deputy Designated Safeguarding Lead and School Mental Health Lead and Mental Health First Aider

Mrs Garvey - Deputy Designated Safeguarding Lead

Mr Young - Head of Relationships Education and RE

Pupil Identification

All staff are responsible for the well-being of the children in their care. They identify need through observation of changes in behaviour, attention and presentation as well as communication with pupils

Mental Health and Well-Being Policy

regarding their feelings and emotions. Any member of staff concerned about the mental health or well-being of a pupil should speak to the SENDCO and Headteacher in the first instance, who will follow Safeguarding procedure, or seek medical, CAMHS or other professional support as appropriate.

Where pupils are identified for 'within school' support, a personalised intervention will be planned for them and delivered by staff with the relevant training. This may well take the form of a programme of ELSA provision or Nurture Group activities, but can also include bespoke strategies within the classroom.

Staff Identification

It is within our ethos to function as a caring team (Team Crookham) and therefore we all take responsibility for the well-being of each other. There is an open door to the Headteacher and Leadership team for any concerns. Training and signposting of support materials are available to all staff at all times and careful thought is given to the planning of school events to ensure that work/life balance can be promoted positively.

Procedure for concerns

Where a disclosure of concern for self or another is made, it should be met in a calm, supportive and non-judgemental manner. Listening, rather than advice should be the approach, with attention to the pupil or staff member's emotional and physical safety rather than to exploring 'why?'.

Disclosures should be recorded in writing with date, name, main points of conversation, agreed next steps, and this information should be shared with the Headteacher, Deputy Headteacher or SENDCO to store securely and offer the appropriate support.

Confidentiality

We are honest with regards to confidentiality. Where it is necessary to pass on concerns we tell the person involved:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Working with parents

Mental Health and Well-Being Policy

Our parents work in close partnership with the school. They are often welcoming of support and information in order to promote their child's emotional and mental health. In order to provide our parents with this support we:

- Highlight information sources on our website or in newsletters, e.g. NSPCC, Family Support Advisor
- Ensure that all parents feel they can talk to us about concerns
- Make our mental health policy accessible to parents
- Share ideas about positive parenting in meetings, parent events and curriculum evenings
- Keep parents informed about our PSHE and RE curriculum and how they can help at home
- Work closely with our Parental Support Advisor and other professionals to support families

Staff Training and CPD

All staff receive training in recognising mental health issues as part of their regular Child Protection training, and this is refreshed through regular briefings and meetings. They are signposted to other information and CPD on the staff board, and by email.

The MindEd www.minded.org.uk learning portal provides free online training for staff on specific issues.

This policy will be reviewed to reflect personnel or legislation changes.

References

Church of England Education Office March 2018 *Mental Health and Wellbeing: Towards a Whole School Approach*

Bond (2014) *Children and Young People with Disabilities - Understanding their Mental Health*

DfE (2016) *Counselling in Schools: a blueprint for the future*

DfE (2018) *Mental Health and Behaviour in Schools*.

DfE (2022) *Promoting the health and well-being of looked-after children Statutory guidance for local authorities, clinical commissioning groups and NHS England*

Department of Health (2014) *Promoting emotional wellbeing and positive mental health of children and young people*.

Mental Health and Well-Being Policy

Public Health England (2014) The link between public health, wellbeing and attainment.

Public Health England (2021) Promoting children and young people's mental health and wellbeing.

Tucknott M (2016) Mental Health and Behaviour in schools for Managers.

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