

Cotmanhay Infant and Nursery School

Emotional Health and Wellbeing Policy

(It will be up-dated and re-issued as necessary)

☐ Complete Revision
☐ Partial Revision
☒ New

Review cycle:
Annual

Pages:
10

Adopted by the Governing Body: FGB May 22

Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Issue 7	Issue 8	Issue 9	Issue 10

REVISION RECORD

[illegible]

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Cotmanhay Infant and Nursery School

Emotional Health and Wellbeing Policy

April 2022

CELEBRATE

We celebrate and praise every achievement, however big or small, every day for everybody in our school family.

INSPIRE

Passion, pride and expertise leads to all adults and children reaching their own goal.

NURTURE

We understand and meet the needs of every individual so they can build positive relationships and thrive in a safe and supportive environment.

SUCCEED

We work together so everyone can achieve and aspire to be the best they can

Policy Statement

At Cotmanhay Infant and Nursery School, we are committed to promoting and supporting the emotional health and wellbeing for our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health and emotional wellbeing is a crucial factor in their overall wellbeing and can affect their learning and achievement. Poor mental health can have a negative impact on quality of life, relationships and academic achievement.

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. Schools should be a place for children and young people to experience a nurturing and supportive environment that develops self-esteem and gives positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils' well-being and can help engender a sense of belonging and community.

In our school, we have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health through the PSHE curriculum and beyond
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

At our school, we aim to:

- Help children identify and understand their emotions and feelings and express them appropriately
- Help children feel comfortable sharing any concerns or worries with trusted adults
- Help children socially to form and maintain positive relationships with others
- Promote self-esteem and ensure children know that they matter
- Encourage children to be confident and cope with the stresses of everyday life
- Help children to develop emotional resilience and to manage obstacles and difficulties and to problem solve
- Support children to reach their potential and know how to access help when or if needed

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and listening to our children
- Celebrating both academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to age/stage appropriate support that meets their needs
- Supporting children through changes

We pursue our aims through:

- Universal, whole school approaches
- Supporting pupils going through recent difficulties such as bereavement
- Specialised, targeted approaches for pupils with more complex or long term difficulties
- Research linked to current strategies
- Regular staff training to be able to provide the support
- Liaison with different agencies to ensure the best support is given.

The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

Scope

This policy should be read in conjunction with and/or sit alongside our schools Relationship and Health Education policy, Behaviour policy, Anti-Bullying policy, Pupils with Health Needs policy, SEND policy, Child Protection and Safeguarding policy and LAC policy in cases where pupils mental health needs overlap with these.

Lead Members of Staff:

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

Mrs Delbridge – Senior Mental Health Lead/Family Support Worker and DSL

Miss Latchford – Head Teacher and Mental Health Lead

Miss Dawson – SENDCO and Deputy Head Teacher

Mrs Holmes – PSHE Lead

1. 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. We use the Jigsaw Programme throughout our school and nursery.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Assemblies and whole school events are planned to promote good mental health.

2. Targeted support

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

- Circle time approaches or 'circle of friends' activities
- Talk time with our school counsellor or FSW
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'
- Managing emotions resources
- Therapeutic activities including relax kids, forest school and mindfulness activities

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

- PSHE assessment tool
- Leuven scales

3. 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 through:

- Newsletters
- School website – <https://www.cotmanhayinfants.co.uk>
- Dojo messages
- Outdoor school notice boards

4. Early Identification:

All staff will notice and record any patterns / changes in child and family behaviour.

These may be within the family such as:

- Attendance – monitoring regularly and following school procedures to ensure children are safe and the reasons for absence
- Punctuality – is parental mental health causing an issue or is the child not wanting to come to school and why
- Relationships – attachments between parent(s) and child(ren) or significant attachment to a specific member of staff
- Family circumstances – any changes
- Recent bereavement
- Home issues – conditions, finances, new partners etc

School staff may also become aware of other 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 DSL's or Mental Health Leads.

Possible warning signs from the child include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in levels of physical activity and mood
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- Approach to learning – any changes
- Physical/Health indicators – frequently unwell, self-harming, withdrawn, weight loss
- Any changes in patterns of behaviour

Staff are aware that mental health needs such as anxiety, worry and fear might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to any of the above indicators and staff vigilance to changes are vitally important to support early identification.

5. Working with Parents/Carers

To support parents/carers, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website, notice boards and on newsletters
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child or themselves or another close family member
- 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 and themselves
- 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

6. 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:

- School Health and Health Visitors
- Educational Psychology Services
- Behaviour Support Service
- Community Paediatrician
- Counselling services including Build Sound Minds and Action for Children
- Local authority Family Support Workers
- Other agencies which can offer support

7. 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 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.

The Senior Mental Health Lead has completed the government funded training. CPD will be ongoing for the SMHL.

This policy has been written with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy also has due regard to the school's policies including, but not limited to, the following:

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Staff Code of Conduct
- Administering Medication Policy
- Exclusion Policy

Appendix 1

Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2018)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic abuse • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental mental health problems including psychiatric illness or personality disorder • Parental criminality, alcoholism or drug misuse • Death and loss – including loss of friendship • Peer to peer sibling conflict 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships • Peer on peer abuse 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences

		<ul style="list-style-type: none"> • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Where to get information and support:

For information regarding all local services related to emotional health and wellbeing including mental illness please visit...

<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

For information to support parents as well as professional please visit...

<https://parents.actionforchildren.org.uk/>

For training online please visit...

<https://www.minded.org.uk/>

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Eating Disorders www.b-eat.co.uk or <https://firststepsed.co.uk/>

National Self-Harm Network www.nshn.co.uk

Suicidal thoughts and self harm PAPHYRUS: www.papyrus-uk.org

For general information and support:

Championing young people's mental health and wellbeing www.youngminds.org.uk

Advice and support on mental health problems www.mind.org.uk

Tackling the stigma of mental health www.time-to-change.org.uk

Challenges attitudes towards mental health www.rethink.org