

Wootton Bassett Infants' School






Pupil Wellbeing and Mental Health Policy

Updated: March 2022

Review: March 2025

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)

The Policy Aims to:

-  Promote positive mental health in all staff and pupils
-  Increase understanding and awareness of common mental health issues
-  Alert staff to early warning signs of mental ill health
-  Provide support to staff working with young people with mental health issues
-  Provide support to pupils suffering mental ill health and their peers and parents or carers

Intent

At Wootton Bassett Infants, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents, and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. 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 responsibility 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 have a voice
- help children to develop emotional resilience and to manage setbacks

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
- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- providing opportunities to reflect
- access to appropriate support that meets their needs

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We pursue our aims through:

- collective, whole school approaches
- support for pupils going through recent difficulties including bereavement
- specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

Lead Members of Staff/Wellbeing Team

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

- Jenny Pearce- Mental Health and Wellbeing Lead
- Alison Pass- Designated Safeguarding Lead
- Tom Hill- Deputy Designated Safeguarding Lead
- Steph Noyes- Deputy Designated Safeguarding Lead
- Tiff Hughes- Emotional Literacy Support assistant -ELSA

Implementation

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 be determined by the specific needs of the cohort we're teaching but we will also use the PSHE scheme and PSHE Association guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, see **Appendix 1**.

Please see **Appendix 2** on how the school supports pupils' positive mental health in school.

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
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

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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.

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
- managing feelings resources e.g., 'worry boxes' and 'worry eaters'
- managing emotions resources such as 'the incredible 5-point scale'
- ELSA support groups
- 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:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

Identifying Needs and Warning Signs

Staff will raise concerns for a pupil's wellbeing based on changes with their behaviour or following conversations between pupils and/or parents and carers. There may be other indicating factors such as:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also 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 the Designated Safeguarding Lead and/or the emotional wellbeing lead as appropriate.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive, and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

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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 (to be added shortly).
- Share and allow parents to access sources of further support e.g., through parent forums.
- 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 about the mental health topics their children are learning about in PSHE

When a concern has been raised the school will:

- Contact parents and carers and meet with them. In most cases parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as safeguarding issues.
- Offer information to take away and places to seek further information
- Make a record of the meeting
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Working with other agencies and partners

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families, including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

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Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. The Anna Freud Centre provides free information and support for staff wishing to know more about a specific issue.

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.

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.

Useful links

- ✚ <https://www.annafreud.org/parents-and-carers/> offers advice and guidance to help support the children and young people who may be struggling with poor mental health.
- ✚ www.youngminds.org.uk champions young people's mental health and wellbeing
- ✚ www.mind.org.uk advice and support on mental health problems
- ✚ www.minded.org.uk (e-learning)
- ✚ www.time-to-change.org.uk tackles the stigma of mental health
- ✚ www.rethink.org challenges attitudes towards mental health

Links to other policies

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 for Behaviour and Anti-bullying, and PSHE and RSE policies. It should also sit alongside safeguarding procedures.

This policy will be reviewed every 3 years as a minimum. It is next due for review in February 2025. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

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Appendix 1

Progression of knowledge PSHE

	EYFS	Year 1	Year 2	Resources
Health and Wellbeing	<ul style="list-style-type: none"> Keeping healthy- hygiene, healthy eating, toothbrushing, sleep routine, 'screen time', physical activity Body parts and my five senses. Understanding boundaries. Understanding why and how to keep safe- safe pedestrian Knowing things I like/ dislike and things I am good at. Managing feelings 	<ul style="list-style-type: none"> Explain how much sleep they need Discuss why exercise is good for them Understand they can choose what happens to their bodies List healthy snacks Know to ask a trusted adult if uncertain about whether something is safe to eat or drink Demonstrate hygienic ways to look after their bodies. <hr/> <ul style="list-style-type: none"> Discuss their star qualities Identify what a positive learning attitude is Talk about jobs they can do when they grow up Discuss what skills and interests are needed for different job Talk about hopes they have for the future Discuss what they are looking forward to about next year 	<ul style="list-style-type: none"> Identify some everyday dangers Understand some basic rules that help keep people safe Know what to do if they feel in danger Identify some dangers in the home Identify some dangers outside Identify which information they should never share on the internet Know that their private body parts are private Recall the number to call in an emergency List some people who can help them stay safe <hr/> <ul style="list-style-type: none"> Identify and discuss feelings and emotions, using simple terms Describe things that make them feel happy and unhappy Understand that they have a choice about how to react to things that happen Talk about personal achievements and goals Describe difficult feelings and what might cause these feelings Discuss things for which they are thankful Focus on an activity, remaining calm and still. 	<p>TWINKL https://www.bbc.co.uk/bitesize/subjects/zmpfb9g https://www.pshe-association.org.uk/</p>
Relationships	<ul style="list-style-type: none"> Building constructive and respectful relationships. Expressing and naming my feelings. Considering the feelings of others. Talking about members of immediate family. Thinking about the perspectives of others. Knowing about and understanding bullying. Celebrating achievements of myself and others Working with others Sharing Building positive relationships 	<ul style="list-style-type: none"> Identify their own special traits and qualities Identify and name common feelings Select times and situations that make them feel happy Talk about what makes them feel unhappy or cross Explain how change and loss make them feel Understand the importance of sharing their thoughts and feelings. <hr/> <ul style="list-style-type: none"> Show the teams they belong to through cutting out appropriate images Follow instructions and create a tower by applying good listening Use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others Work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary Work as a group to sort thoughts given into helpful and not-so-helpful thought categories Sort images of behaviours into good and not-so-good choices. 	<ul style="list-style-type: none"> Use the scientific names introduced to name male and female body parts; Identify some difference between males and females Identify the body parts that we keep private Understand the words 'no' and 'stop' Understand that people's bodies and feelings can be hurt Identify an adult they can talk to if they are concerned about inappropriate touch Talk about their own likes and dislikes Understand that different people like different things Understand that girls and boys can like different things, or the same things Describe how they have changed since they were a baby Understand that people's needs change as they grow older Talk about things they would like to do when they are older Discuss some changes that people might go through in life <hr/> <ul style="list-style-type: none"> Explain who the special people in their lives are Talk about the importance of families Describe what makes someone a good friend Know how to resolve an argument in a positive way Know the skills involved in successful cooperation Identify a way to show others they care 	<p>TWINKL https://www.bbc.co.uk/bitesize/subjects/zmpfb9g https://www.pshe-association.org.uk/</p>

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<p>Living in the Wider World</p>	<ul style="list-style-type: none"> • Understanding that some places are special to members of my community • Moving on and transitioning to year 1. • Similarities and differences between life in this country and life in other countries. • Promoting British Values • School Values 	<ul style="list-style-type: none"> • Identify groups and communities that they belong to • Explain how to be a good neighbour • Pick out things that harm and things that help a neighbourhood • Describe what it is like to live in Britain • Identify similarities and differences between British people • Talk about what makes them feel proud of being British <hr/> <ul style="list-style-type: none"> • Discuss things they can buy in the shops • Talk about different sources that money can come from • Identify things they want • Identify things they need • Talk about ways we can keep track of what we spend • Discuss ways they can keep money safe • Talk about ways they keep their belongings safe 	<ul style="list-style-type: none"> • Talk about special people in their life and say why they are special • Talk about different homes around the world and identify how they are the same as and different from their own • Describe what their school is like • Explain what an environment is • Explain what natural resources are and identify how people use them • Say what they love about the world in which they live and describe how they would feel if these things disappeared <hr/> <ul style="list-style-type: none"> • Know that all people have rights • Understand that there are people who protect their rights • Know what to do if they don't feel safe • Talk about what respect means and how to show it • Identify ways in which people can be different • Explain what being fair means • Recognise that making a positive difference in school is important 	<p>TWINKL https://www.bbc.co.uk/bitesize/subjects/zmpfb9g https://www.pshe-association.org.uk/</p>
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Appendix 2

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health via the School Council

Transition Support

- Support for vulnerable children, for example, Speech and Language (SALT)
- support small group work such as Lego Club or Social Communication groups
- Transition meetings with parent/carers, pupils, and relevant staff
- Key Adults might support junior school visits with vulnerable pupils

Class Activities

- Worry boxes
- Mindfulness and breathing/meditation in class
- Special mentions for displaying the School Values
- Kindness trees

Whole School

- Wellbeing Focus, established through PSHE scheme
- Assembly themes
- Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.

Small Group Activities

- Small friendship, social skills groups
- Lunch Club support
- Teaching about Mental Health and Emotional Well-being
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.