



Together, we nurture the seeds for success!

Mental Health and Wellbeing Policy

2021-22

Contents

Policy Statement	3
Policy Scope	3
Policy Aims	4
Key Staff Members	4
Teaching Mental Health and Wellbeing	5
Support at School and in the Local Community	7
Signposting	7
Identifying Needs and Warning Signs	8
Managing Disclosures	8
Whole School Approach	9
Working with Parents	10
Working with Other Agencies and Partners	10
Supporting Peers	10
Training	11
Policy Review	11

Policy Statement

At Foley Infant Academy we know how crucial awareness of mental health is and consistently strive to embed this within our school culture. Our children and staff always need to feel safe, supported and respected each day, with the confidence to openly communicate their thoughts and feelings in a trusting, caring environment. As such, we are deeply committed to establishing an ethos of wellbeing throughout everything that we do. Positive mental health is everybody's responsibility; we all have a role to play.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and mental wellbeing in adulthood. Good mental health is important therefore for helping children and young people to develop and thrive, both personally and academically.

We recognise as a school the importance of teaching our children about understanding the need to manage their own mental health and wellbeing, and how it should not be viewed as an aspect to ignore or keep silent about. By realising that anyone and everyone has mental health, and that we may need additional emotional support at times, our children develop the required emotional literacy and resilience to become well adjusted members of our school and local community.

Policy Scope

Our Mental Health and Wellbeing Policy serves as a guide to all staff, including teachers, governors, and non-teaching staff, as well as giving information to parents and carers. It has been created to outline our approach to promoting positive mental health and wellbeing and should be read and understood alongside our other relevant school policies.

Policy Aims

The aim of our Mental Health and Wellbeing Policy is to demonstrate our ongoing commitment to the promotion and awareness of positive mental health and wellbeing for our staff and children.

At Foley Infant Academy, we will always:

- Teach our children to understand and manage their emotions and experiences for the better.
- Ensure our children and staff feel comfortable sharing any of their concerns and worries.
- Help our children to form and maintain positive relationships with their peers and adults.
- Support our children to become confident, emotionally literate and respectful individuals.
- Teach our children to develop resilience and find different ways of coping with setbacks.
- Promote positive mental health and emotional wellbeing for our children and staff.
- Recognise and celebrate academic and non-academic achievements and emotional milestones.
- Promote with our children the 'Foley 5' values to encourage a sense of belonging and family.
- Provide different opportunities to develop a sense of worth and to reflect upon progress.
- Promote pupil voice and give opportunities to participate in decision making.
- Celebrate each student as an individual with their own value to feel respected.
- Adopt a whole-school approach to mental health, providing support to staff and children.
- Raise awareness with children and staff about positive mental health and advocate openness.
- Enable staff to be vigilant and confident to recognise any children that may need support.
- Support staff who may be having issues with their own mental health and wellbeing.

Key Staff Members

At Foley Infant Academy, it is the responsibility of all our team to promote the positive mental health of our children and fellow members of staff; however, certain staff members have a specific role in the process. These are:

- Senior Mental Health Lead: Ciarán Ruane
- Designated Safeguarding Officers: F Beardsley, L Walker
- SENCO: L Walker
- Mental Health and Wellbeing Linked Governor: Elaine Richardson

If a member of staff is concerned about the mental health and wellbeing of a child, then in the first instance this should be recorded and shared with the staff members above.

Teaching Mental Health and Wellbeing

At Foley Infant Academy we have embedded wellbeing into our school ethos. Central to this is our PSED and PSHE curriculum, specifically created to provide our children with the skills, knowledge and understanding that they need to develop into emotionally secure, resilient and confident learners. Our curriculum is regularly reviewed and updated, in line with the PSHE Association. It incorporates local, national and international events, along with sharing best practice amongst schools in our MAT to ensure it is always relevant to our child's needs.

Implementation

Our PSHE curriculum focusses on the following three aspects:

- Relationships (Autumn Term)
- Living in the Wider World (Spring Term)
- Health and Wellbeing (Summer Term)

The schemes of work offer a broad, balanced, rich and vibrant curriculum that provides outstanding curriculum provision. Children are taught about the importance of physical activity and diet for a healthy lifestyle, ways to maintain good mental health and wellbeing to prepare our pupils for the opportunities, responsibilities and experiences of later life. The curriculum will be taught inclusively, with the consideration of the needs of all learners; it will be exciting and will inspire children to nurture a passion for learning.

Starting in the **Early Years**, our core, fundamental belief centres around the 'Unique Child'. We nurture our children's understanding of seeing themselves as unique learners, with their own ideas and interests. Diversity and differences are celebrated, with a focus on tolerance and respect. Children will work towards achieving the Early Learning Goals in Personal, Social and Emotional Education (PSED). As a prime area of the EYFS framework, it runs throughout the curriculum and as such is delivered holistically through cross-curricular learning, structured playtimes, social times, visits, stories, assemblies, videos, role-play and the explicit example-modelling of practitioners in their day-to-day actions. As members of a class and school community, children will learn social skills such as how to share, take turns, play, help others, and resolve conflicts.

In **Key Stage 1**, children will continue to learn about themselves as developing individuals and as members of their communities, building on their own experiences. They will continue to learn the basic rules and skills for keeping themselves healthy and safe, taking care of their mental health, behaving well and have opportunities to show that they can take responsibility for themselves and their environment and resist bullying. They will also learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

Inclusion

At Foley, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children. When planning for teaching and learning in PSHE, we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will ensure that pupils with SEND can study all aspects of PSHE and ensure that there are no barriers to every pupil achieving. Reasonable adjustments will be made so that every SEND child can fully access all aspects of the PSHE curriculum. Teachers will also take account of the needs of pupils whose first language is not English.

Impact

At Foley, through our PSHE curriculum we empower children to gain knowledge, demonstrate integrity and develop a richer understanding of what they need for their future. Our children are individual, unique learners with their own views, interests and talents. Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the exceptional quality. We will ensure that the curriculum is regularly monitored and reviewed. The PSHE Subject Leader, liaising with SLT, staff, parents and children will regularly review learning, outcomes will be monitored, and feedback will be given around what is going well and what can be developed.

Our Teacher Assessment Framework will be used by the children and staff to reflect on the progress that is being made over time; children will also record their pupil voice, contribute to their Class Topic Book and write pieces reflecting upon their learning.

All leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life. The quality of education in PSHE will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

There is a strong PSHE focus for each weekly school assembly, based around a particular aspect and linked closely to our 'Foley 5' values of Resilience, Community, Kindness, Growth and Individuality. Children experience Enrichment Weeks that focus on mental health along with wellbeing workshops from external specialists, as well as taking part in National Children's Mental Health Week to raise awareness.

We value the thoughts and opinions of our staff highly; they have regular opportunities to share their voice on MAT wide and school-based wellbeing questionnaires that focus on elements of their working week. Senior Leadership Team also operate an open-door policy, making it explicit to staff that they can always speak up for support and guidance.

Support at School and in the Local Community

Support with mental health and wellbeing at school include:

- For any children that are experiencing any issues with their own wellbeing, teaching staff have the confidence to both pick up on and address these issues through discussion and support.
- The Senior Mental Health Lead is responsible for oversight on wellbeing across the school, speaking to children regularly in assembly about PSHE topics. They also monitor and capture the pupil voice, signpost children and parents to relevant support services and maintain links to local mental health networks in the area.
- Children at Foley can also receive a targeted weekly Nurture programme, run by trained school staff that focusses on wellbeing, reflection and the development of emotional literacy.
- All children have been taught about recognising and using the 'Zones of Regulation' to understand and transition their emotions; different colours are associated with specific feelings (i.e. Red for anger, Blue for upset, Yellow for excitement, Green for Happiness).
- All children also take part in regular circle time activities with their peers to discuss their feelings, respecting and valuing each other's opinions through active listening. Mindfulness is promoted to enable our children to calm ahead of lunchtime transitions.

Support networks available for parents in the local community also include:

- South Staffordshire Children and Adolescent Mental Health Service Support (CAMHS)

Email: CAMHSParentSupport@mpft.nhs.uk

Twitter: [@CamhsFamilyMPFT](https://twitter.com/CamhsFamilyMPFT) / <https://twitter.com/CamhsFamilyMPFT>

Facebook: <https://www.facebook.com/CamhsFamilyMPFT>

Messenger via the button on our Facebook page: [@CamhsFamilyMPFT](https://www.facebook.com/CamhsFamilyMPFT)

Webpage: <https://camhs.mpft.nhs.uk/south-staffordshire/parents-carers/online-support-group>

- [Families Health and Wellbeing 0-19 Service Newsletter](#)
- [SilverCloud - Support for Wellbeing](#)
- [Clic - Online Community for Mental Health](#)
- [Mental health and wellbeing - Staffordshire County Council](#)

Signposting

At Foley Infant Academy we ensure that all staff, children and parents are aware of the support that's available in our school for mental health and wellbeing, as well as the local support networks in the area; this includes how to access further support, both inside and outside of school hours.

Identifying Needs and Warning Signs

At Foley Infant Academy, our staff are trained in identifying and recognising potential warning signs that a child may be having with their mental health and wellbeing. They are aware of both internal and external risk factors that may contribute to affect mental health and wellbeing, as well as the preventative factors that can be put into place to mitigate against them; this means that they will be able to offer help and support to children who may always require it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Senior Mental Health Lead and Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption in class.
- Issues with attendance and absenteeism.
- Issues with punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Staff will also be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing from the COVID epidemic, such as close bereavement or health difficulties.

Managing Disclosures

All staff understand that it is the responsibility of everyone in the setting for the effective duty of care and safeguarding of our children. In line with our Safeguarding Policy, if any child discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially on the relevant recording system (CPOMS) and shared with the Designated Safeguarding Lead(s) for further action. Protecting a child's safety is our main priority so we would share disclosures if we judged a child to be at risk.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

Whole School Approach

Promoting a whole school approach to Mental Health and Wellbeing

At Foley Infant Academy we have adopted the advice of Public Health England, working with the Department for Education in their document '*Promoting Children and Young People's Mental Health and Wellbeing*'. Their guidance recommends eight principles to promoting a whole school approach to mental health and wellbeing, summarised below:



The implementation and monitoring of this approach is led in the first instance by the Senior Mental Health Lead, who creates their 2021-22 Strategic Plan to be included in the School Development Plan. This is shared with staff and is supported in the process by Senior Leadership Team and the Linked Governor for Mental Health and Wellbeing.

Working with Parents and Carers

It is our aim at Foley Infant Academy to inform and support parents as much as possible with our commitment to mental health and wellbeing; this means keeping them informed about their child and offering our support at all times. To support parents we:

- Highlight sources of further information and support about mental health and emotional wellbeing that we have in our school and through local community networks.
- Run parent talks and workshops on supporting their child's mental health and wellbeing.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Working with other Agencies and Partners

As part of the whole school approach previously mentioned, one of the key principles for supporting our children's mental health and wellbeing is working with other external agencies and professionals. This includes liaising with:

- The School Nurse
- Paediatricians and Early Help services
- CAMHS
- Local counselling and wellbeing services
- Local NHS therapists
- Family Support Workers and Health Visitors.
- Educational Psychologists

Supporting Peers

We understand that, when a child has an issue with their wellbeing, it can also be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support; this can be done through a whole class circle time, through nurturing or one to one reflection. The main focus will be how we can help and healthy ways of coping with any emotions that they might be feeling.

Training

All staff at Foley Infant Academy will receive regular updates in their training in child mental health and wellbeing so that they can effectively recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will always direct staff to complete additional training opportunities to support their CPD throughout the year where it becomes appropriate, using the resources of the National College; records of this will be held in staff files.

Policy Review

This policy will be reviewed every year so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

March 2022