



Mental Health and Well-Being Policy for Children and Staff at Girnhill Infant School

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well.

We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

Our Mission Statement

Girnhill Infant School offers a happy, safe and caring environment. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities. We promote and celebrate this through our school rules: Look after yourself, Look after each other, Look after this place.

Our School Aims to:

- Develop a healthy, motivated workforce who are able to deliver a high standard of education to pupils.

- Help to ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- Recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- Communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- Respond sensitively to external pressures which affect the lives of staff members.
- Provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- Improve staff development, co-operation and teamwork by creating effective leaders.
- Make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.
- Ensure that Mental Health and Well Being forms part of all staff inductions.
- Support and teach children to understand their emotions and feelings better
- Support children so they feel comfortable sharing any concerns or when they are worried
- Help support children socially to form and maintain positive relationships
- Promote self-esteem and ensure children know that they count
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks

We pursue our aims through:

- Completing the DfE toolkit in order to highlight the areas where workload and stress are high for teachers
- Ensure workload reduction and staff well-being form part of the School Development Plan
- Mental health and wellbeing form part of Staff Performance Appraisals

- Staffs Mental Health and Well Being will be confidential item in weekly Safeguarding and Senior Leadership Meetings, Numbers will also be shared in termly Head teacher reports to Governors
- Universal, whole school approaches
- Additional support for children who have been identified as needing more support/intervention

Definitions:

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions for all in our school

Rationale

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children.

Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Themed mornings; Linked to RSE curriculum
- Picture News Resource
- Our well-being curriculum
- Class codes of conduct
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement
- Positive Growth Mindset
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, debating and Circle Times
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care. Being an early adapter school of the RSE curriculum we have also found opportunities to link themes.

We also promote emotional health and wellbeing through our Core Values

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Welcome videos/messages/letters from class teachers
- Parent Consultations are held twice a year where teachers have the opportunity to discuss the child holistically, not just recognising academic achievements
- Parental workshops - e.g. RWI
- Annual parental questionnaires to help us build on what we do best and identify areas for improvement.
- Inspire Morning sessions in each class for parents/carers/ grandparents to come and work with the class.
- Inviting parents to special celebrations and events
- Inviting parents to Christmas Nativities, Carol Service, Harvest and Easter services at St Helens
- Regular updates via seesaw, website
- Yearly transition meetings, so parents can understand the expectations and routines for their child's next class and ask any questions.



Inclusion

All curriculum policies make reference to inclusion key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Girnhill Infant School. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being'.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions.

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

Where appropriate, our SENDCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Learning Mentor or Emotional Literacy Support Assistant (ELSA) . We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.



Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Girnhill Infant School. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We work hard to continually assess the demands of the professional and regularly review workload through questionnaires.

Mental health and well being forms part of all performance appraisals and information to support staff is easily accessible. All new staff inductions have a standardised item of mental health and well being and the importance of looking after ourselves.

Senior leaders are committed to the importance of mental health and well being and are trained in supporting staff and have resources available to them in order to sign post staff should they need support.

Lead Members of Staff for Children's Mental Health and Well Being

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

Jane Littlewood - Head Teacher

Leah Robinson - SENDCo

Paula Hughes - Learning Mentor

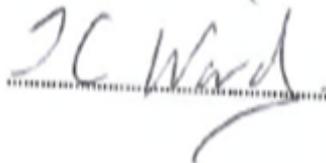
Paula Hughes, Leah Robinson and Katie Crawshaw - Wellbeing champions

Monitoring and evaluation

Provision across the school is monitored by the Senior Leadership Team. This includes the Head Teacher, Deputy Headteacher and Learning mentor.

The Senior Leadership Team will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

All resources and information is shared on the school's website.

Head teacher:		Date:	20/04/2021
Chair of Governing Body:		Date:	20/04/2021