

Catherington C of E Infant School

Board of Governors



Mental Health and Emotional Wellbeing Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	February 2025
Date of Next Review	February 2027
Name of Headteacher	Mrs Maria Burden

Mental Health and Emotional Wellbeing Policy

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Name of Headteacher	Mrs Maria Burden
Signature of Headteacher (Signed)(Dated)
Reviewed by Chair of Governors	
Signature & Date(Signed)(Dated)

At Catherington Church of England Infant School, we work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.

Our schools Christian Values underpin our schools curriculum and aim to ensure all children feel loved and show Love for others, have Courage to face new challenges and fulfil their potential and develop Respect for God's creations.

<p>We want our children to learn how to build positive realtionships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.</p>	<p>We want to equip our children with the resilience and perseverance to become independent learners.</p> <p>We are empowering our children to take appropriate risks without fear of failure.</p> <p>We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.</p>	<p>We want our children to celebrate and respect difference and be proud of who they are.</p> <p>We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.</p>
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Lead members of staff:

Maria Burden- Designated safeguarding lead.

Stuart Dickenson – Deputy designated safeguarding lead

Nikki Anderson – Deputy designated safeguarding lead

Maria Burden- Mental Health and Emotional Wellbeing lead and deputy designated child protection officer.

Sarah Fennell - PSHE lead.

Mental health is a state of well-being in which every individual realises his or 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 Organisation)

In our school our Christian vision shapes all we do and it is through this we develop children's Mental health and Emotional Wellbeing.

In addition to this the governors and school staff of Catherington Church of England Infant school place the utmost importance in ensuring the development of positive emotional wellbeing of all our pupils and staff. When children have good emotional and mental health their engagement in academic learning increases.

We believe that pupils who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Play and learn
- Empathise with others
- Initiate, develop and sustain personal relationships
- Understand what is right and wrong
- Face challenges, resolve issues and setbacks and learn from them
- Develop resilience, resourcefulness and capacity to work collaboratively

Aims

We aim for all children in our school to develop the self-esteem, awareness and self-confidence to play an active part in school life, be valued and be a valuable member of their communities. We strive to equip children to develop good relationships with self, others, creation and with God. At Catherington Church of England Infant school we aim to develop children's wellbeing so that they can become courageous advocates and see themselves as agents of change, making the world we live in a better place for everyone.

We want our children to be effective and successful learners, developing academic resilience by:

- Making and sustaining friendships through **Love**.

Having the **Courage** to:

- Deal with and resolve conflict effectively and fairly.
- Manage strong feelings such as frustration, anger and anxiety.
- Recover from setbacks and persist in the face of the difficulties.

Showing **Respect** for all of God's creations by:

- Recognising and standing up for their rights and the rights of others.
- Understanding and valuing the differences and commonalities between people
- Knowing that others have the right to have a belief and value different from their own.

Curriculum Organisation

Under section 78 of the Education Act 2002 and the Academies Act 2010 a curriculum must:

"promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life."

Opportunities to promote emotional health and well-being at Catherington are part of the formal and informal curriculum. Promoting good Mental health and Emotional wellbeing is embedded throughout the school and has clear links to our Christian values of Love, respect and courage. It can be seen as structured teaching of social and emotional life-skills and values throughout school life but also responding to children's differing needs as they arrive. We provide an 'open door' policy where children can raise problems.

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

Education for Wisdom, Knowledge and Skills

Encouraging and developing coping strategies and building resilience through the use of an Emotional and personal management programme called TRICKBOX. This also provides a simplified cognitive behaviour approach helping children to understand their feelings, do things that make them feel better, look at things differently and build confidence.

A Children's Wellbeing Team will be appointed and trained each year. This team will be visible to all children during break and lunchtimes, identifiable by their baseball hats and lanyards.

Using the targeted curriculum program SCARF, designed to develop good social and emotional learning.

Providing a forum for listening and talking during all aspects of learning but also within Collective Worship.

Spiritual development that supports good mental health; learning how people from different faiths and beliefs are shaped by their spirituality through an R.E curriculum using

'Understanding Christianity' and 'Living Difference'. Children develop their spirituality through a focus on **self, others, beauty and beyond**. Children are helped to understand these concepts by relating them to the symbols of **a mirror, a door, a window and a candle**.

Education for Hope and Aspiration

Supporting Christian charities- learning how they can make a difference to their local community and the wider world.

Providing a broad and balanced curriculum accessible to all children.

Understanding the value of prayer and reflection to help us understand who we are and our relationship to others.

Knowing how having a faith can help in times of suffering and loss.

Education for Community and Living Well together

Rewarding positive behaviour and achievement

Setting appropriately challenging tasks

Encouraging co-operation and collaboration

Using clearly identified rewards and sanctions, understood by all

Following a clear anti bullying policy, reinforced by all staff

Developing social competence

Providing ELSA support for children if they need it.

Providing a voice for pupils through the school council so that they feel an important parts of the school community as a whole and develop a sense of belonging.

Education for dignity and respect

Making sure all children feel valued and that they can rely on the support of a trusted adult who cares about them and thinks about them even when they are not with them.

Wellbeing of staff

Support is available for all members of the staff team in terms of reflective practice and supervision. The designated Senior Lead for Mental health is available to listen in a non-judgemental space or support in terms of a staff member's emotional wellbeing.

Support can also be obtained following an incident at school to debrief and reflect.

Other strategies used to support staff are:

- Allowing them to have a **voice** in initiatives and giving them the opportunity to be able to **reflect through discussion** with other staff members.

- Regularly evaluating **as a team** what is or is not working and adjusting where necessary.
- A designated staff Wellbeing Team that plans and carries out wellbeing activities, as well as sharing effective self-help strategies and up-to-date mental health research for all staff members on a regular basis.

Staff members facing a disciplinary

Staff who are facing a disciplinary and are suspended from work duties will be offered the following support:

- A staff member who will be their contact and support person. This will **not** be the Headteacher.
- Additional support can be obtained from the 24/7 Employee Support Service. This is an impartial and confidential service and is available to all employees. It is designed to help across a wide range of areas related to work life or personal life. Qualified experience counsellors answer all calls.

Assessment and Monitoring

The designated Senior Lead for Mental health and Head teacher:

Reflect on the resourcing for the most vulnerable

Regularly reflect and re-examine the curriculum and ethos throughout the school ensuring it remains to be fit for purpose.

Staff and Governors collect feedback from all stakeholders through questionnaires and discussions.

Training

All staff receive regular training from the Lead on new updates in regards to mental health and wellbeing and looking out for the warning signs which can indicate a child is experiencing mental health or emotional wellbeing issues.

Signposting

We ensure that staff, pupils and parents are aware of sources of support within school and the local community.

These are detailed here and on the website:

Young Minds: http://www.youngminds.org.uk/for_parents

b-eat: <http://www.b-eat.co.uk/>

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

In order to support parents we:

- Highlight sources of information and support about common mental issues on our school website.
- Ensure that all parents are aware of who to talk to if they have concerns.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children on the website and through parent information evenings.
- Keep parents informed about the mental health topics their children are learning about in the curriculum and share ideas for extending and exploring this learning at home.

Raising concerns

Any member of staff who is concerned about the mental health or wellbeing of a pupil would speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Officer or Head teacher.

Where a referral to CAMHS is appropriate, this will be led and managed by Maria Burden, SENDCo.