

**PERRYFIELDS INFANT SCHOOL**  
**Mental Health and Wellbeing Policy**



***Helping each other to learn and grow***

At Perryfields Infant School we are committed to supporting the emotional health and wellbeing of all our staff and pupils.

We recognise that everyone experiences life challenges that can make us vulnerable at one time or another and we may all need emotional support in a variety of forms.

Positive mental health is everyone's responsibility and we all have a role to play.

### **AIMS**

- To help children understand their emotions and feelings.
- To help children feel safe so they can share their concerns or worries.
- To help children form and maintain relationships.
- To promote self-esteem and ensure everyone knows they are important.
- To know it is ok to 'have a go' or try something new.
- To know that we all are individuals and that is what makes us special.
- To develop emotional resilience and how to manage disappointment.

### **OBJECTIVES**

- To teach everyone about the importance of being healthy and happy.
- To know how to support others to be their best.
- To celebrate the achievements of everyone.
- To develop emotional literacy across the school.

### **ORGANISATION**

- Curriculum planning through Spiritual, Moral, Social & Cultural (SMSC) education, Personal, Social, Health & Economic Education (PSHE) and Religious Education (R.E.).
- Whole School Core Values
- School Assemblies
- The Big Question
- Targeted support where necessary
- One Planning
- Mindfulness books
- Social stories and social skill groups
- Zones of Regulation

## Monitoring

All teachers complete subject grids tracking the children's progress in different subject areas. This may flag up a child who has or is developing mental health and wellbeing needs. Subject leaders can access these grids at any time.

- SMSC, PSHE and RE tracking grids which are completed by class teachers termly
- Regular meetings with class Teachers and Parents
- One Planning meetings
- Pupil review meetings
- Progress cards at Parents Evening
- TLC book
- Behaviour book
- Child Protection File

## Identifying needs

Possible indicators that a child needs additional support may include a change in:

- Attendance, reluctance to come to school
- Punctuality, making excuses about wanting to come in the mornings
- Relationships with adults and peers, either being withdrawn or demanding extra attention
- Attitude to learning and general behaviour in and out of school
- Physical signs or threat of hurting themselves, being very tired, feeling 'sick'
- Family circumstances ie, separation, new sibling, moving home
- Bereavement of a family member or friend
- Health of themselves or another family member.
- Personality, very quiet and withdrawn or having low self esteem, or unsafe behaviours in order to attract attention.

## Targeted Support

If a child has specific needs around their mental health and wellbeing the class teachers will usually approach parents in the 1<sup>st</sup> instance so see how the child is at home. If both parents and teachers are concerned about the child a more formal meeting may be arranged. This might involve the SENCO and/or Head teacher as well as the class teacher and parent.

Parents will be sign posted to their GP and given parent support information. If the parent requires more support, further meetings and referrals will be organised. If the situation deteriorates the child may be referred to EMHWS (Essex Mental Health and Wellbeing Service) with parental consent.

In school the child will be supported by the class teacher and class LSA. They may be offered a 'safe space' to go to when they are feeling anxious or upset. They will be given an individual tool box with strategies, linked to the Zones of Regulation and may have access to a mindfulness book that they can complete at agreed times.

**Agencies who may support staff, parents and pupils:**

- Educational Psychologist
- Specialist teacher team
- GP or Paediatrician
- School Nurse
- EMHWS
- Family Solutions
- Social Care

**Lead Members of Staff**

All staff are responsible for promoting the mental health and wellbeing of pupils.  
However some staff have specific roles:

Mrs Reid, Headteacher, Designated Safeguard Lead

Mrs Champion, Deputy Headteacher, Deputy Safeguard Lead

Mrs Barnett, SENCo and Inclusion Lead

Mrs Newland, Spiritual, Moral, Social, Cultural (SMSC), Personal, Social, Health, Economic (PSHE) and RE Lead

Mrs Bowen, Healthy Schools Lead

**REVIEW**

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....