

# Mental Health and Well-being Policy

## Springfield Infant School and Nursery

September 2023



This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

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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 Organisation)

### Why Mental Health and Wellbeing is important

At Springfield, we aim to promote positive mental health for every child, parent/carer and staff member. We recognise that mental health and wellbeing is just as important as physical health. To achieve this we will use whole school approaches and targeted approaches aimed at identifying vulnerable children and families.

Recently ONS collaborated with NHS Digital and NatCen Social Research, to produce [official figures on the mental health of children and young people in 2017](#). This is the first time this has been done in nearly 15 years, a period that has seen a lot of change affecting the lives of children and young people. They found one in eight (12.8%) 5 to 19 year olds experienced difficulties with their mental health.

That's three children in a classroom of 24 children. Emotional disorders have become more common in five to 15 year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017.

At Springfield, we promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all children to achieve their best to be successful learners. It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing into adulthood.

Our role at school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it.

The Department for Education recognise that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

Schools can be a place for children to access a safe and nurturing environment and has the potential to develop self-esteem and give positive experiences for building resilience.

At Springfield our aim is to develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their worries
- Positive mental health is promoted
- Bullying is not tolerated
- Recognise the importance of promoting staff mental health and wellbeing
- Support families with their mental health and wellbeing

### Definition of Mental Health and Wellbeing

Mental health and wellbeing awareness allows the school to promote children to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships
- Cope with stresses of everyday life
- Identify their worries or anxieties
- Self-regulate and manage their emotions
- Manage times of stress and be able to deal with change
- Learn and achieve

### Good Mental Health and Wellbeing

Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- become aware of others and empathise with them
- play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 8 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

### A Whole School Approach

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes

- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. Circle Time, SEAL, play, nurture groups, differentiated learning activities, individual timetables, parents/carers groups and challenging stereotypes.

The implementation of the policy for promoting positive mental health in school:

- Will give school a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in school
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

## Pupil Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse.

- Observations of the children monitor any changes in behaviour, attention and presentation will feed into the identification process as well as pupil voice regarding their own emotions and feelings.
- Worry Monsters in each class to raise concerns are checked daily by staff
- Pupil Progress Meetings
- Gathering information from preschool
- Parental meetings in EYFS
- Enabling children to raise concerns to any adult
- Enabling parents/carers to raise concerns to any member of staff
- Safeguarding meetings headteacher/Learning Mentor/Mental Health Lead

Any member of staff who is concerned about the mental health or well-being of a child should speak to the Inclusion Manager/Mental Health Lead in the first instance. If there is fear that the child is in danger or immediate harm then the normal safeguarding procedures should be followed, with an immediate referral to the Headteacher, the safeguarding lead. If the child presents with a medical emergency then the normal procedures for medical emergencies should be followed.

Where a referral to a GP, CDC or CAMHS is appropriate this will be led and managed by the Inclusion Manager. Individual Learning Plans for children with additional needs will support children who have a diagnosis linked to their mental health.

Children may also be receiving Early Help intervention, Learning Mentor support or have a health care plan or behaviour plan/risk assessment in place.

## Disclosures and Confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental to children who disclose a concern. Staff listen rather than advise, they make it clear that the concern may be shared with the Mental Health Lead or Safeguarding Lead and recorded in order to provide the appropriate support for the child.

All disclosures are recorded and held on the child's confidential file with the Headteacher.

The school will contact parents/carers to discuss any concerns they have about a child and next steps.

Here are some examples of how we support positive mental health across the school.

Staff	<p>Employee Helpline  Employee support and materials available  Staff notice board/information  Access to Mental Health First Aider  Training opportunities  Materials available  Senior Leadership Team available if staff need to speak to someone  Fully committed supportive governors  Mental Health and Well-being file with relevant documents</p>
Children	<p>Campaigns, assemblies to raise awareness of mental health, taking part in 'Mental Health' days/weeks  Displays around the school  Playground Monitors – friendship bench  Pupil voice – ILP, EHCP reviews  Junior Governors  Well Being Lead  Emotional Literacy skills – naming feelings  Early Help – TAF meetings  Self-regulation strategies – how to calm down  Feelings thermometer  Nurture group  Polar bears sensory room  Lunchtime nurture room  Read2dogs  Yoga/wellbeing sessions  Worry monsters – who to go to if they are worried  RHE curriculum  Circle times  Referrals to external agencies  School Nurse  Early Help – Therapeutic work, Play Therapy  Transition programmes for next classes and next schools</p>
Parents	<p>Parent Evenings  Early Help – TAF Meetings  Coffee Mornings  Community Links – Community House  Including parent Workshops  School Mental Health First Aiders</p>

The West Sussex Local Offer have support and advice available for professionals and families. Reaching Families and Amaze Brighton have come together to produce a series of fact sheets written for parent carers by parent carers.

[https://westsussex.local-offer.org/information\\_pages/248-mental-health-fact-sheet-from-reaching-families-and-amaze](https://westsussex.local-offer.org/information_pages/248-mental-health-fact-sheet-from-reaching-families-and-amaze)

To promote Mental Health First Aid (MHFA) the school aims to:

- Develop a whole school approach
- To use the approach based on the 8 Key Principles identified in ‘Promoting Children and young People’s Emotional Health and Wellbeing’.
- To work closely with families



Figure 1. Eight principles to promoting a whole school and college approach to emotional health and wellbeing



Social, Emotional & Mental Health

<p><b>Universal</b></p> <p>Quality First Teaching for ALL children</p>	<p><b>Targeted Provision</b></p> <p>Additional provision of some children</p>	<p><b>Personalised Provision</b></p> <p>High level of provision for few children</p>
<ul style="list-style-type: none"> <li>• Assemblies reinforce positive values and behaviour</li> <li>• 'I CAN' values</li> <li>• Inclusive, Creative, Ambitious, Nurturing</li> <li>• 'Values stickers promoting positive behaviours</li> <li>• Individual buckets – sticker rewards</li> <li>• Junior Governors elected for class responsibility</li> <li>• Weekly Circle time sessions in class</li> <li>• Whole school 'Celebration Assembly'</li> <li>• Class Visual Timetable</li> <li>• Forest School sessions</li> <li>• Kindness leaves</li> <li>• Incident logs ABCC</li> <li>• Weekly RHE sessions</li> <li>• Open door policy</li> <li>• Poor/late attendance monitored</li> <li>• Risk assessments in place</li> <li>• Safeguarding policy followed by all staff, 3 designated Safeguarding Leads</li> <li>• Colour monster in place for self-regulation</li> <li>• Worry monsters in every class</li> <li>• Up-to-date Safeguarding training for all staff</li> <li>• Whole school behaviour policy</li> <li>• Class rules</li> <li>• Golden time</li> <li>• Mindfulness</li> <li>• Reading Rewards</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward system (e.g. Jewels)</li> <li>• Individual Social Stories &amp; Comic Strips</li> <li>• Sensory Circuits/Active breaks/bikes</li> <li>• Nurture Groups</li> <li>• Calm areas</li> <li>• Social Skills group</li> <li>• SEAL Intervention</li> <li>• Boxall Profile</li> <li>• Referral to CDC</li> <li>• Early Help/Enabling Families</li> <li>• Transition support</li> <li>• Use of Sensory Room</li> <li>• Soft Play area</li> <li>• Individual Learning Plan</li> <li>• Low Level Behaviours monitored</li> <li>• Pupil Progress Meetings to discuss identified children</li> </ul>	<ul style="list-style-type: none"> <li>• 'Well-being' Lead support</li> <li>• Additional home-school communication book</li> <li>• Individual behaviour plan/risk assessment</li> <li>• Individual reward system</li> <li>• Targeted support from Early Help (FSW)</li> <li>• Staff have positive handling/Team Teach training</li> <li>• Individual timetable/chunked learning</li> <li>• Additional adult support</li> <li>• Use of Sensory room</li> <li>• Use of 'safe space' – tent</li> <li>• Own 'work station' &amp; carpet space</li> <li>• 'Check ins' with staff throughout the day</li> <li>• Now and Next board</li> <li>• Fidget toys</li> <li>• Individual sensory resources</li> <li>• External Agencies, School nurse, Learning and Behaviour Team, Social Communication Team, Educational Psychologist, CHMLS</li> <li>• Consideration for an EHCP application</li> </ul>

At Springfield all staff have a responsibility to promote the mental health and wellbeing of the children.

Staff with a specific responsibility include;

Mrs Wycherley – Headteacher – Designated Safeguarding Lead

Miss Collins – Inclusion Manager – Mental Health Lead and Mental Health First Aider, Safeguarding lead

Miss Hemsley - Mental Health First Aider and Well Being lead

Miss Seller – RHE Lead

Mrs Howie - Deputy Head –Safeguarding Lead

Designated mental health leads in schools and colleges **are not expected to be mental health professionals**; teachers and school leaders should not be involved in the diagnosis or treatment of mental health conditions.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

**Read in conjunction with:**

School Development Plan

Child Protection Procedures

Equality Scheme

Health and safety Policy

Safeguarding

Medical

Behaviour Policy /Anti bullying

SEND Policy

## Further Information

ASPEN – go to [www.autismsussex.org.uk](http://www.autismsussex.org.uk) or call 0345 450 0060. It runs behavioural advice services, parent workshops, coffee mornings, clubs and siblings clubs.

CAMHS (Children & Adolescent Mental Health Service) – doctors and therapists who help children and young people with mental health issues.

Referrals must be made by a professional from health, social care or an educational setting.

Child Disability Service – a social work service for children and young people with severe and/or complex disabilities, it works with families and other agencies to ensure they get the right support. call: 01403 229888 or email: [cdt@westsussex.gcsx.gov.uk](mailto:cdt@westsussex.gcsx.gov.uk).

Please note that some children may be referred on to the MASH (see contact details below).

MASH – support from health and social care. If your child is under 18, call the MASH, tel: 01403 229888, email: [MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk).

For over 18s call the Adult Social carePoint: 01243 642121, or email: [socialcare@westsussex.gov.uk](mailto:socialcare@westsussex.gov.uk).

Social Communication Team – team of qualified specialists with expertise in autism who aim to promote the educational, social and emotional development of children and young people, working with their parents and educational settings. Ask your child's school for further information.

Your Space – advice and information for young people run by West Sussex county council. Includes information on mental health and emotional wellbeing and links to other websites and sources of information. Go to: [www.westsussex.gov.uk/education-children-and-families/your-space](http://www.westsussex.gov.uk/education-children-and-families/your-space).

### *Further reading and useful links*

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***Making Sense of Adult Life*** – our handy guide for parent carers of young people aged 14 to 25 contains directories of local activities and short breaks and much more. It is available to download or buy. For further information, visit our website: [www.reachingfamilies.org.uk](http://www.reachingfamilies.org.uk).

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***Contact a Family*** – [www.cafamily.org.uk](http://www.cafamily.org.uk) or tel: 0808 808 3555 has many information leaflets, including one on growing up, relationships and building self-esteem.

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***Foundation for People with Learning Disabilities*** – go to: [www.learningdisabilities.org.uk](http://www.learningdisabilities.org.uk).

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***Mental Health Foundation*** – go to: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk).

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***Mind*** – go to their website: [www.mind.org.uk](http://www.mind.org.uk) or call their information line on: 0300 123 3393.

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***National Autistic Society*** – information, support and services for people with autism [www.autism.org.uk](http://www.autism.org.uk).

*Further reading and useful links*

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**Samaritans** – 24-hour help for people who are feeling anxious, depressed or suicidal. You can also call if you are worried about someone else. tel: 116 123  
or go to: [www.samaritans.org](http://www.samaritans.org).

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**Young Minds** – information and advice about the mental health of children and young people. Go to: [www.youngminds.org.uk](http://www.youngminds.org.uk).

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**Youth Access** – provider of young people's advice and counselling services: [www.youthaccess.org.uk](http://www.youthaccess.org.uk).

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