



Ryhope Infant School Academy

Well being and Mental Health Policy

Updated: September 2020

Produced by: J Ramsay

Ratified by: Governing Body

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Our Vision

At Ryhope Infant School Academy, we are committed to supporting the emotional health and wellbeing of both our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

We take the view that positive mental health is everybody's business and that we all have a role to play.

Our Intent

At our school we will:

- Support children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Develop children's social skills so they can form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'
- Guide children to develop emotional resilience and to manage setbacks.

We will create a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities for children to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

Implementation

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we use the RSE Policy to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We also use the SEAL programme to support curriculum delivery.

Targeted support

Our school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches
- Use of SEAL resources.
- Managing feelings resources e.g. 'mood monsters'
- Break out spaces 'the green room'

We will make use of observations and planned opportunities to monitor wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile

Key Members of Staff

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

- Tammy Allen – Designated Safeguarding Lead
- Emma Lumsden – Deputy Designated Safeguarding Lead & SENCO
- Heather Blakeman- Deputy designated Safeguarding Lead & Family Liaison Officer
- Julie Ramsay- Well being Champion & PSHE Lead

Working with Parents

In order to support our parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website:
<https://www.ryhopeinfantschool.org.uk/wellbeing/>
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents <https://www.ryhopeinfantschool.org.uk/policies/>
- Share ideas about how parents can support positive mental health in their children by using popular platforms such as Facebook and Class DoJo.
- Keep parents informed about the mental health topics their children are learning about in PSHE via school blogs and Class DoJo.

Working with other agencies and partners

As well as being an Operation Encompass school, as part of our targeted provision we will work with other agencies to support children's emotional health and wellbeing including:

- The school Nurse
- Educational psychology services
- Behaviour support through pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)

- Family support workers

Identifying needs and Warning Signs

All staff will upload share concerns about pupils with Designated Safeguarding Lead and will document these on an electronic tracking system (CPOMS)

The intention is to quickly identify possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Concerns will be taken seriously and be followed up with appropriate actions.

Monitoring and Evaluating Impact

Our Family Liaison officer in will work in conjunction with children, their parents and teachers to monitor how effective interventions are and to signpost parents and their child(ren) to the best support. She will also maintain regular contact with families, updating school records accordingly and amending actions as appropriate.