

Mental Health and Wellbeing

Mission Statement: Creating a Mentally Healthy Community



We strive to ensure that Fairfield Infant and Nursery School is a happy and safe place for our children to learn. We have a special 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 recognise the vital importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with. Therefore, it is essential that we help protect and promote the emotional health and wellbeing of every member of our school community.

Our aim is that children within our school will develop the self-esteem, awareness and self-confidence to play an active part in school life, the wider community and be fully equipped for the next stage in their educational journey. We want them to be resilient individuals, who have a 'can do' attitude, which enables them to try new things and feel comfortable in new situations.

Our Behaviour & Relationships & PSHE Policies link with our approach to Mental Health & Wellbeing. Our culture is built upon empathy and relationships, and our practices are embedded within the curriculum, policies and procedures across the school. They are inclusive and flexible to support and respond to the school community's mental health needs.

We have adopted the Derbyshire 'Five Ways to Wellbeing' to support our work in this area.



The children learn about these as a simple toolkit to apply to their daily lives. We talk to the children about keeping themselves "healthy" and give them practical experience of the different pathways to develop their understanding of strategies for mental wellbeing.

The 5 ways are being embedded into children's lesson time, break times and also through special projects that reach beyond the school gates.

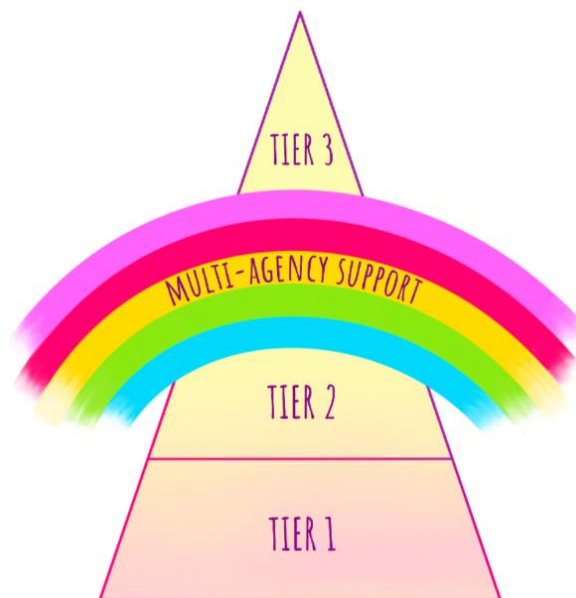
What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage feelings
- The ability to develop caring and concern for others
- The ability to develop meaningful, positive and long-lasting relationships
- The ability to take responsibility for themselves and make decisions

We want our children to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively, fairly and independently
- Solve problems, with others and for themselves
- Manage strong feelings such as frustration, anger and anxiety
- Recover from setbacks and persist in the face of the difficulties
- Work and play cooperatively
- Compete fairly, and win and lose with dignity and respect for others
- Understand and value the differences and commonalities between people
- Respect the rights of others to have beliefs and values different from their own

We take a tiered approach to supporting Mental Health and Wellbeing in our school.



Tier 3: Specialist Services-CAMHS, Educational Psychology Service

Tier 2: Targeted Help-Family Liaison, Nurture, Positive Play, Time to Talk, Lunch Club, Quiet Assembly

Tier 1: Early & Proactive-PSHE, Assemblies, Relationship-focused, 5 Ways to Wellbeing rolling programme focus

Involving Pupils

Pupils in Year 2 are given the opportunity to become *Wellbeing Warriors* for each of the half term areas of focus. Younger pupils are invited to contribute to conversations about Mental Health & Wellbeing projects and through our Class Consultation process every half-term. There will also be other, ad hoc, occasions when pupils are asked to contribute their ideas. For example, during the Baseline process pupils from each class were supported to complete a questionnaire which was used to inform the Action Plan.

We believe that it is vital to include our pupils in supporting mental health and wellbeing in our school, we always listen to their feedback and ideas, and use this to inform our next steps.

Supporting Families

Information about Mental Health & Wellbeing is regularly shared with families via Class Dojo and newsletters and staff aim to ensure parents are aware that this is a whole school priority. We support families by;

- Aiming to include families in school activities such as parent sessions, afternoon teas etc. wherever possible.
- We provide information on our school website, and through letters, about how to best support their child's mental health, signposting to where they can access more specialist help.
- We share our Mental Health topics with parents each half-term.
- Our Family Support Worker offers a drop-in session for families each week.

When we have worked with parents and identified a child who has a particular mental health need, we are aware that parents react in different ways and aim to be as sensitive and supportive as possible. We also try to reassure parents that support is available and many mental health issues are common. Parents will always be informed about any concern we have, and we will make every effort to ensure parents get the support they need from services to support their child. When a concern is raised by staff school will:

- Contact parents and meet them face to face.
- Offer advice and signpost to useful information for that parent to look into.
- Be available for follow up calls/meetings.
- Make a record of the meeting.
- Create a plan of a way forward.
- Discuss how the parents and carers can support the child.
- Keep the parents fully involved of any updates, interventions or further support provided.

Supporting Staff

In order for our pupils to thrive, our staff Mental Health and Wellbeing needs to be a priority. We need our staff to be healthy, positive and resilient in order to best support the pupils in our care. We try to maintain a positive working environment where staff feel supported, listened to and valued. Equally, we maximise the opportunities to work as team and support each other, both in and outside of school. We support all staff by;

- Encouraging and facilitating professional development of colleagues to ensure they feel confident and able to fulfil their role.
- SLT maintaining an open door policy.
- Organising staff social events.
- Being mindful of work-life balance and how workload can impact on quality of life overall.
- Asking staff to share their suggestions about how we can best support their Mental Health & Wellbeing, and acting on these.

We also support teachers by;

- Looking at ways to reduce staff workload such as encouraging leaving early on a Friday or limiting work emails and working from home at weekends and during the evening.
- Supporting each other with behaviour management. We recognise that teachers are human, and have limits: It is not viewed as a weakness to ask for help when managing challenging behaviour.

For staff members who may need further support with their mental health, the Mental Health and Wellbeing Lead can refer to more specialist services such as local support groups, Multi-Agency Team workers, NHS Mental Health services and other support workers.

Supporting Temporary Staff & Teaching Students

Supply staff can access the majority of support provided to our permanent staff. Supply staff are invited to training along with other staff and are equally included in social events where possible. Equally, we try to ensure supply staff are well informed about their role, the needs of the children and school routines and policies. We believe by ensuring supply staff are well informed, they are then able to develop key relationships with the children and they feel comfortable and confident when fulfilling their role. We recognise the importance also of supporting trainee teaching students whilst carrying out their teaching practice at FINS. We support and nurture trainee teachers at the very start of their teaching career in order for them to succeed in their training and move forward in the teaching profession. We support teacher trainees by;

- Weekly mentoring sessions where the student can discuss their work that week but also ask anything they have concerns about and discuss their personal and professional development.
- Inclusion in staff social events during placements.
- Suggested timetables of suitable working hours.

- Additional planning and assessment time to ensure they are prepared for their roles and responsibilities each week.
- Access to whole school resources and policies including the Mental Health and Wellbeing policy.
- Additional support with managing behaviour of the pupils.
- Signposting more specialist support if a trainee is struggling with their mental health.

Please see our separate Menopause Policy