

WILLIAM LILLEY

INFANT AND NURSERY SCHOOL



POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Spring 2025

Governors' Committee Responsible:	General Purposes
Policy Originator:	Sally Beardsley
Date policy written:	March 2021
Reviewed:	Spring 2023
Reviewed:	Spring 2025
Date approved by Governors:	
Next review date:	Spring 2027

Policy Statement

*“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)*

At William Lilley infant and nursery school, we aim to promote positive mental health for every member of our staff and pupils. Our approach to positive mental health is embedded into the ethos of our school and underpinned by our whole school vision:

“We are a nurturing, inspirational family who are determined to succeed.”






We pursue our positive mental health aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

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.








This policy should be read in conjunction with our medical policy in cases where a student’s mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need. It also links to our approach to behaviour management within our behaviour policy.

The Policy Aims to:

-  Promote positive mental health in all staff and students
-  Increase understanding and awareness of common mental health issues
-  Alert staff to early warning signs of mental ill health
-  Provide support to staff working with young people with mental health issues
-  Provide support to students suffering mental ill health and their peers and parents or carers

Lead Members of Staff

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

-  Mrs S Beardsley – Headteacher, Mental Health lead and Designated child protection officer
-  Mrs T McMahon – Deputy Headteacher, SENDCo and Deputy child protection officer
-  Mrs V Yard – Deputy child protection officer
-  Mrs E Downes, Mrs J Wright and Mrs L Kitchen, Mrs T Gough – Lead first aiders
-  Mrs H Turner – Mental Health first aider
-  Mrs H Young – ‘Wellbeing guide’ coordinator and RSE lead
-  Mrs J Wright – Emotional Literacy Support Assistant (ELSA)

Identification of support

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student 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. If the

pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

At William Lilley we aim to establish firm, effective and supportive relationships with children and their families. This begins as soon as a child enters William Lilley and allows us to offer support and guidance for individual children and their families. Young infant and nursery children often display their needs through their behaviour and so this policy carefully aligns with our behaviour policy, allowing staff to recognise where support is necessary.

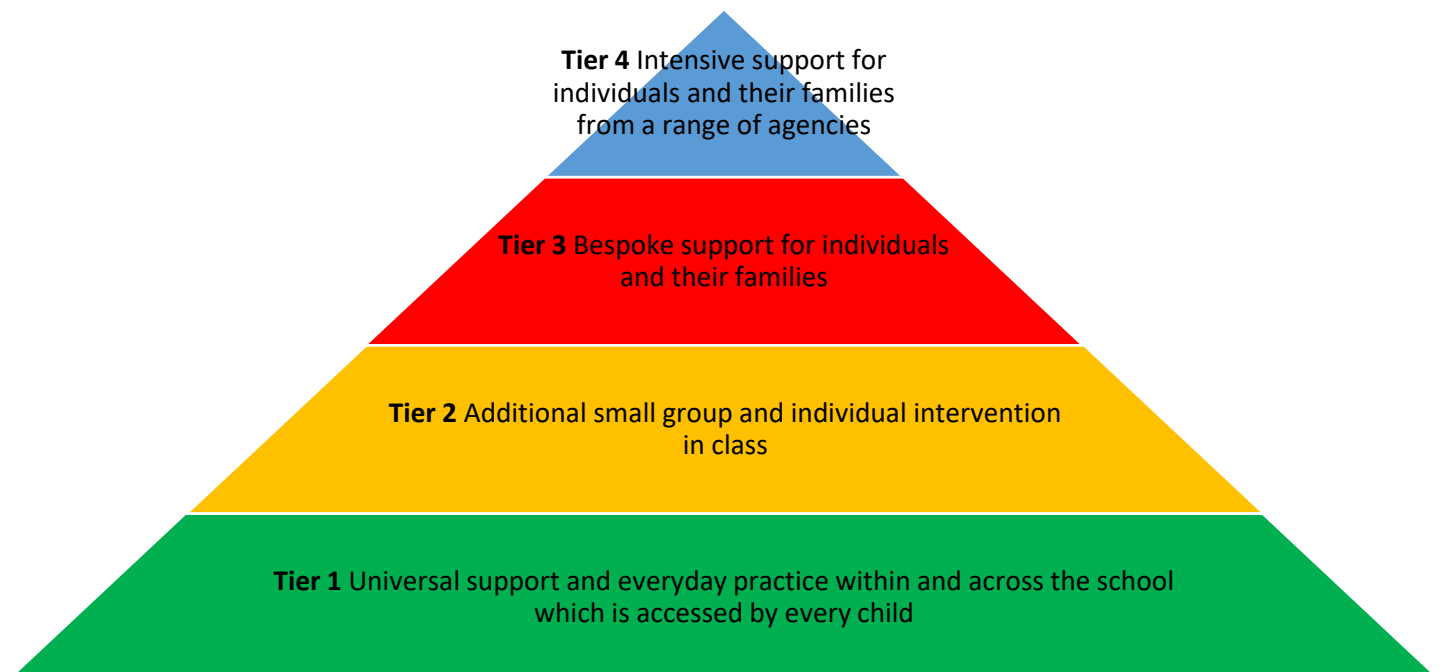
School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with Mrs S Beardsley, our mental health and wellbeing lead.

Possible warning signs include:

- 🌟 Changes in eating or sleeping habits
- 🌟 Changes in behaviour and relationships with others
- 🌟 Increased isolation from friends or family, becoming socially withdrawn
- 🌟 Changes in activity and mood
- 🌟 Lowering of academic achievement
- 🌟 Physical signs of harm
- 🌟 Expressing feelings of failure, uselessness or loss of hope
- 🌟 Secretive behaviour
- 🌟 Repeated physical pain or nausea with no evident cause

Support for pupils

At William Lilley positive mental health strategies underpin our wider curriculum and the ethos of the school. Nurture is an integral part of everything we do at William Lilley. Supporting pupil wellbeing and the 'whole child' is a priority for the school through training and development for staff as well as the offer for our children and their families. The support we offer children can be demonstrated in a tiered approach:



Tier 1 identifies the universal support that all children receive and include strategies such as yoga, mindfulness, feelings pots, worry monsters.

Tier 2 children may work in a small group or individually to engage in activities such as sensory massage (TACPAC), social stories, friendship group and social interventions. Assessments such as the Boxall profile may be completed to identify

the specific support required. Children who have been identified as tier 2 or above may be registered on the SEND register under the category of 'Social, Emotional and Mental Health'. If this is the case, they will receive additional support through the SEND pathway and procedures.

Tier 3 may involve work with the whole family. This is support offered by the school with strategies such as individual behaviour plans, individual programs of support for children in school and signposting for families.

Tier 4 children have support through a multi-agency approach, with the involvement of other agencies such as Early Help, SBAP, CAMHS or the Healthy families team. Work within this tier takes a holistic view of the whole family and may also include offering support and guidance to the family.

Further examples of strategies to support children at each tier are demonstrated within **Appendix 1**.

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy safe are included as part of our PSHE curriculum and are embedded throughout our school learning community in line with the [DfE RSE guidance](#)

Children are taught strategies to help them develop strong life-long routines which support a healthy lifestyle. An emphasis is placed upon the link between physical activity and positive mental health. Children are taught how to talk about their feelings and emotions, allowing them the opportunity to express and manage their feelings in age-appropriate ways.

We use emotion coaching and zones of regulation as universal approaches to supporting children's management of their emotions. This is embedded throughout the school and underpins our relational approach to behaviour management as identified within our whole school relational policy.

Further teaching and support for feelings and emotions are taught through our RSE curriculum. The specific content of lessons may be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. By the end of year-two pupils should know:

- ★ that mental wellbeing is a normal part of daily life, in the same way as physical health.
- ★ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ★ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ★ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ★ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ★ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ★ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- ★ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- ★ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- ★ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Links are made within many different areas of the curriculum which include helping children learn habits which support their mental health and wellbeing. Here are a just a few examples of how we approach this across the curriculum:

- ★ Children have an opportunity to express their creativity in English, Art, Music, Dance and drama.

- ☼ Children learn about learning behaviours of resilience, determination, perseverance and independence and these are actively promoted within the school day.
- ☼ Children are encouraged to collaborate with others within lessons and throughout their play
- ☼ Children are given time and space to relax and be mindful through calm activities utilising our sensory studio or Treehouse environments
- ☼ Children are taught mindfulness and relaxation techniques alongside the opportunity to engage regularly with activities which support their physical wellbeing.

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety. All disclosures should be recorded in-line with our safeguarding arrangements.

Working with Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. We recognise the family plays an important role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- ☼ Ensuring that all parents are aware of who to talk to if they have any concerns about their child's mental health and wellbeing
- ☼ Highlight sources of information and support about common mental health issues on our school website
- ☼ Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- ☼ Make our mental health policy easily accessible to parents
- ☼ Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home
- ☼ Promote positive mental health through our regular parent newsletter
- ☼ Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.)
- ☼ Carry out parent workshops/information sessions to raise awareness of mental health and well-being
- ☼ Support families through signposting and tier 4 multi-agency approaches

Support for staff

Good staff wellbeing is essential. As a school we work hard to promote positive mental health and wellbeing and have compiled the following staff professional wellbeing definition:

"Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. The Headteacher and Governors at William Lilley value the health and wellbeing of staff; as the schools' most valuable resource. We recognise the responsibility that staff have in supporting the development of children and support for their families. We promote a positive working environment, prioritise wellbeing through consideration of working practices and support individuals to manage their own wellbeing, whilst securing accountability and expectations of their role."

Staff have access to support for managing their professional wellbeing. This is reflected within a three tier approach and includes a variety of wellbeing activities and support. Further information can be seen within **Appendix 2**.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

APPENDIX 1

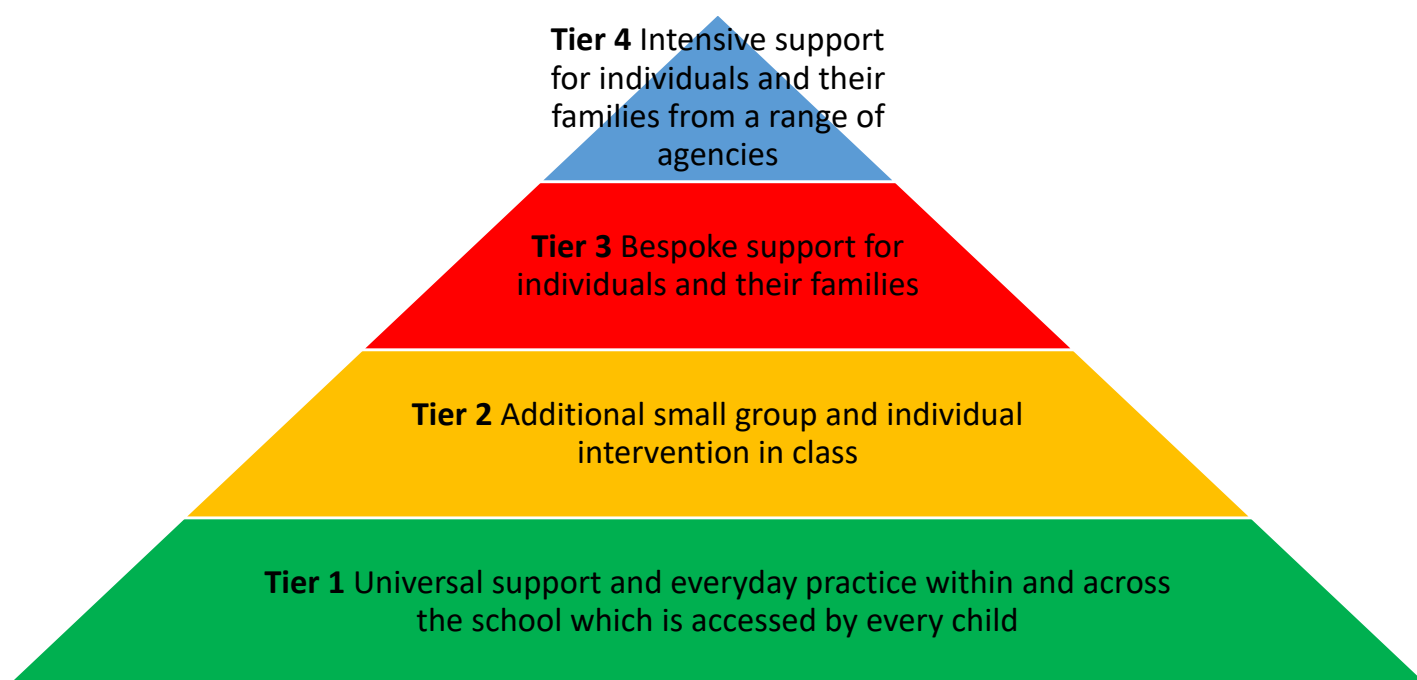
WILLIAM LILLEY INFANT AND NURSERY SCHOOL

PUPIL WELLBEING



We are a nurturing, inspirational family who are determined to succeed.

Nurture is an integral part of everything we do at William Lilley. Supporting pupil wellbeing and the 'whole child' is a priority for the school through training and development for staff as well as the offer for our children and their families. The support we offer children can be demonstrated in a tiered approach:



Tier 1 universal support

- Knowledge of the family
- Emotion coaching
- Zones of regulation
- Home-school visits from the onset of nursery
- Transition plans including stay and play (F1), pre-school visits
- Open door policy
- All staff having knowledge of individual child and their needs – eg to support on playground
- Playground interventions including playground watch, playground buddies, buddy bus stop, support to engage in physical activity during lunchtime, playground activities
- Peer massage
- Yoga
- Focus on mindfulness activities including breathing techniques
- Growth-mindset principles underpinning learning including use of learning ladder
- RSE curriculum taught through SCARF
- Annual life education van and visitors including NPSCC, road safety, water safety etc
- Prime areas priority within EYFS including objective led planning for PSD

- Positive relational schools approach embedded through the whole school relational policy
- Staff awareness and training in attachment and trauma
- Positive rewards including Proud points, stickers, lunchtime awards, headteacher awards, certificates, proud time, proud assemblies
- Sharing successes with all including parents
- Weekly SCARF assemblies
- Parent learning
- Residential for Y2 children
- Responsibility program – including ‘mini me’ (mini MDSA), playground pals, School council
- Enrichment and extra curricular activities including baking, gardening etc
- Priority to link wellbeing to physical activity and imoves
- Focus on ‘family’ support within school; supporting children to build relationships across the school
- Sensory circuit opportunities
- ELSA approaches utilised throughout the school

Tier 2 additional in class intervention

- Sensory room sessions
- Tacpac as a calming massage
- Solution circle – collaborative approach for staff to discuss and problem solve difficulties
- Small group interventions including talking tables, friendship groups, nurture activities
- Boxall profiling
- Playtime and lunchtime support and group intervention
- Social stories
- IEP intervention and support
- Additional resources used with individuals and groups including feelings box etc
- ELSA support

Tier 3 bespoke support for individuals and their families

- Early Help Assessment Framework
- Individual programs of support including attachment
- Individual family advice, guidance, signposting and support
- Feelings interventions – support to recognise and respond
- Behaviour plans
- PEPs
- Signposting families to each other as a means of support, developing coffee mornings
- Corc measurement assessments available for use with children

Tier 4 intensive support for individuals and their families from a range of agencies

- South Broxtowe Behaviour and Attendance Partnership (SBAP) including family support workers and play therapy
- Healthy Families Team interventions including feelings, managing bereavement etc
- Women’s Aid relationship groups for children and support for families
- Small steps intervention
- Referral to Family Service
- MASH
- Social services support
- Engagement with LA services such as educational psychology team, SEND pathways, ARNA support etc

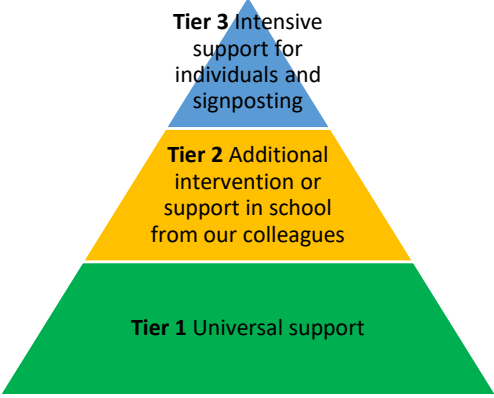
APPENDIX 2

WILLIAM LILLEY INFANT AND NURSERY SCHOOL

WELLBEING – TIER 3 SUPPORT



As a school we support wellbeing through a three tiered approach as follows:

	TIER 3 includes external support as detailed below
	TIER 2 includes welfare discussions, promotion of wellbeing activities for staff to use, use of SUMO strategies, in-school adjustments and risk assessments.
	TIER 1 includes support such as consideration of timetables and pressures across the year, workload focus, focus of SLT, additional consideration of personal issues, rock steady, cover for each other to attend children events ie assemblies/ nativities etc, weekly positivity in briefing, weekly wellbeing focus, social activities, teacher vouchers, Governor MH need, reduce demand during extra challenging times, Staff relationships, staff social events, mugging, Christmas tree, secret santa, celebrating birthdays coaching/networking, staff questionnaire.

External support opportunities:



Helpline: 08000 562561

Website: www.educationsupport.org.uk

Telephone support and counselling for people working in education.

“We are the only UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.”



Website: www.nhs.uk/oneyou/every-mind-matters/

NHS website some great tips and information on staying well, signposting and support including self-help videos and talking therapies.



Website: www.nhs.uk/conditions/stress-anxiety-depression/free-therapy-or-counselling/

NHS website where you can gain access to free therapies and counselling.



**mental health and
wellbeing**

Website: www.nhs.uk/mental-health/

NHS website with information on self-help and further signposting to support



Infoline (signposting and information service): [0300 123 3393](tel:03001233393)

Email: info@mind.org.uk

Text: [86463](tel:86463)

Website: www.mind.org.uk/

Mental health information and support.

SAMARITANS

Telephone: 116123

Website: www.samaritans.org/

Email: jo@samaritans.org

Support 24 hours a day, 7 days a week



Helpline: 03444 775 774

Website: www.anxietyuk.org.uk/

ANXIETY UK

Expert advice and support to help with anxiety



Website: www.bacp.co.uk/

British Association of Counselling and Psychotherapists. Details of counsellors and psychotherapists



Website: www.sane.org.uk/

Email: support@sane.org.uk

Telephone helpline: 0300 304 7000

SANE offers emotional support and information to anyone affected by mental health problems through our [helpline](#), [Textcare](#) and our online [Support Forum](#) where people share their feelings and experiences.



Website: www.nottshelpyourself.org.uk/

A directory including a range of local and national charities, networks and opportunities. Just search for what support you need.



Website: www.trentpts.co.uk/

Trent PTS is an approved NHS provider of psychological therapies. They are commissioned by the NHS to provide free, flexible, responsive and accessible high quality psychological therapy services, so there is no cost to you. They provide treatment for: depression, anxiety, loss, grief, trauma, relationship problems and many other conditions. You can access the service if you are registered with a GP in Derbyshire or Nottinghamshire. If you aren't registered, please visit their website as they will be able to advise of other services that are available to you.

The following are available by referral, so please discuss these with a member of senior staff:

- **Occupational Health** this is a clinical team who have discussions with staff to support them back to work and to remain in work by meeting with the member of staff and advise leaders of support that may be offered.
- **Health Assured Counselling** a series of 5/6 counselling sessions. Please talk to a member of senior staff if you would like to access this.