BURCHETTS GREEN CE INFANT SCHOOL

PUPIL MENTAL HEALTH AND WELLBEING POLICY

Senior Mental Health Lead: Rob Harris
Designated Safeguarding Lead (DSL): Rob Harris
SENCO: Rachael McNamara

1. Policy Statement and Aims

At Burchetts Green CE Infant School we are committed to supporting the emotional health and wellbeing of all our pupils, staff, and families. In an infant school setting, early emotional development forms the foundation for lifelong learning and resilience.

Our aims are to:

- **Foster a Nurturing Culture.** Create a safe, predictable, and inclusive environment where every child aged 4 to 7 feels valued and heard.
- **Build Emotional Literacy.** Teach young children how to recognise, name, and regulate their feelings in age-appropriate ways.
- **Identify Needs Early.** Equip all staff to spot early signs of emotional distress or behavioural changes in young learners.
- **Partner with Families.** Work closely with parents and carers to provide consistent support between home and school.

2. Links to Other Policies

This policy should be read alongside our:

- Safeguarding and Child Protection Policy
- Positive Policy (which includes our anti-bullying strategy)
- Special Educational Needs and Disabilities (SEND) Policy
- Relationships and SexEducation (RSE) Policy
- Supporting Pupils with Medical Conditions Policy

3. Roles and Responsibilities

- **All Staff.** Every adult in school (teachers, teaching assistants and office staff) shares responsibility for creating calm classrooms, modelling positive relationships, and logging wellbeing concerns via CPOMS.
- **Senior Mental Health Lead.** Oversees the whole-school wellbeing strategy, coordinates early interventions, and arranges staff training.
- **Designated Safeguarding Lead (DSL).** Manages any wellbeing concern that involves a safeguarding risk or child protection issue.
- **Governors.** Monitor the implementation and impact of this policy through the Safeguarding Governor termly visit.

4. Universal Support (For All Pupils)

We embed positive mental health into daily school life through:

- **PSHE and RSE Curriculum.** Weekly lessons delivered through the Jigsaw scheme of work on friendships, kindness, and feelings.
- **Daily Check-Ins and Regulation.** Use of visual tools such as The Zones of Regulation and calm corners in every classroom.
- **Play and Physical Activity.** Structured playtime support, outdoor learning, and sensory breaks to help young children decompress.
- **Smooth Transitions.** Tailored induction programmes for Reception starters and structured transition days for Year 2 pupils moving to Junior School.

5. Early Identification and Targeted Support

Young children often express emotional distress through play, behaviour, or physical complaints rather than words. Staff watch for early indicators such as:

- Sudden withdrawal from friends or play
- Frequent tummy aches, headaches, or visits to the medical room
- Unexplained changes in toileting, eating, or sleeping patterns
- Heightened separation anxiety or frequent emotional outbursts
- When a child needs extra help, we offer targeted in-school support, including:
    - **Nurture Groups and Check-Ins.** Regular 1:1 or small-group time with a trusted adult or Emotional Literacy Support Assistant (ELSA).
    - **Play-Based Interventions.** Targeted sessions with the ELSA
    - **Individual Care Plans.** Co-producing an Individual Healthcare Plan (IHP) or pastoral support plan with parents when a child experiences ongoing anxiety, bereavement, or medical needs.

6. Managing Disclosures and Confidentiality

- **Listening Calmly.** If a pupil shares a worry or distress, staff listen without judgement, validate their feelings, and use simple, reassuring language.
- **No Promises of Secrecy.** Staff explain gently to the child that they may need to share the worry with another trusted adult to help keep them safe.
- **Immediate Reporting.** Any disclosure indicating potential harm is reported immediately to the DSL in line with our Safeguarding Policy.

7. Working with Parents and External Agencies

- **Open Door Approach.** Parents are encouraged to speak with their child's class teacher, the SENCO, or the Senior Mental Health Lead at the earliest sign of a worry.
- **Specialist Referrals.** With parental consent, the school can refer families to external services such as the School Nursing Team, Mental Health Support Teams (MHST), Early Help, or CAMHS

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