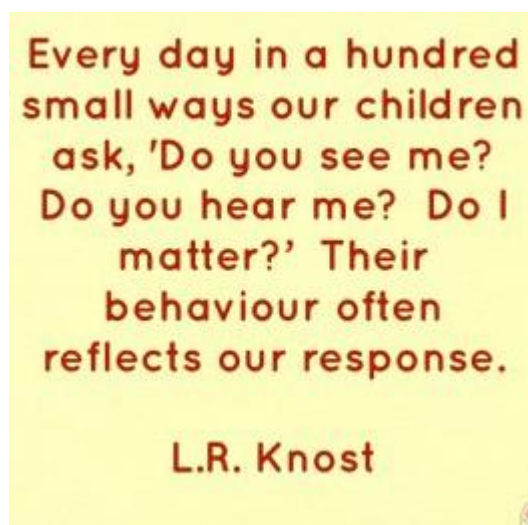


Holmesdale Infant School Well-being Strategy





'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.' (Promoting children and young people's mental health and wellbeing: Public Health England working with the Department for Education)

Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021).

Introduction

At Holmesdale Infant School, we aim to promote positive mental health and well-being for our whole school community (children, staff, parents and carers). We know that children's mental health is a crucial factor in their overall well-being. We believe that good well-being and mental health are key to becoming successful and engaged learners. Children need to build confidence and self-belief so that they can participate in new experiences, take risks and challenge themselves. Above all children need and deserve to be happy. Put simply; happy children learn!

Our Vision

By providing a healthy and caring environment that promotes and supports positive mental health for our school community is vital. By placing as much importance on well-being as we do on learning we hope that our community feels secure and safe enough to fully immerse themselves into all we do, developing a love for learning and a thirst for knowledge.

Our Pupils

Risk Factors that may affect pupils' mental health

- Anxiety
- Low self esteem
- Home environment and /or low socio-economic factors
- language & communication difficulties
- Significant life events including illness or bereavement

What are we doing to support pupils' wellbeing?

- Individualised and personalised assessment and support (Leuvan's scales of well-being & involvement)
- Positive play

- Nurture
- Mindfulness
- Proactive Behaviour Support that considers pupils' wellbeing

What are we developing together?

- The opportunity for the child to have their voice about would/does help things improve

How will we measure progress?

- Reviews with pupils and families
- Feedback from staff

Our Staff

Risk Factors that may affect staff mental health

- Issues in their personal lives
- Challenging work environment – increased workload

What are we doing to support staff wellbeing?

- Supportive working environment where staff are encouraged to share any issues and the SLT have an 'Open Door' policy
- Appraisal system
- Training
- Information and signposts to further support and advice e.g. local services, mental health charities
- PPA time can be taken at home
- Small acts of appreciation from SLT

What are we developing together?

- Investigate ways to reduce workload
- Planning more social events

How will we measure progress?

- Surveys e.g. School Development Questionnaire, wellbeing surveys
- Feedback from appraisals

- Feedback from well-being governor

Our Families

Risk Factors that may affect families' mental health

- Post Covid-19 – lack of family or community support
- Anxiety
- Parenting knowledge-struggle with behaviour, boundaries etc
- Challenges of raising a child with additional needs
- Lack of support from other agencies
- Other personal or work issues affecting family members
- Family illness

What are we doing to support families' wellbeing?

- Open door approach – school are always happy to be contacted, via a range of channels
- Family Support Worker working specifically to support families
- Specialist support and advice from Speech & Language Therapists, Autism Practice Lead, behaviour support etc
- Wellbeing advice and information available via newsletters, school website etc

What are we developing together?

- Research into further support and events for parents

How will we measure progress?

- Surveys / questionnaires
- Parent contribution to reviews
- Increased parental engagement and responses