



## Mental Health and Wellbeing Policy

At Chipstead Pre-School, we aim to provide positive mental health and well-being for our whole pre-school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Chipstead Pre-School is a place for children to experience a nurturing and supporting environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some it will be a respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help create a sense of belonging and community. Our role is to also ensure that children can manage times of change and stress, and that they are supported to reach their potential. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and who they can talk to for help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a pre-school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk with trusted adults about their feelings
- Positive mental health is promoted and valued In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Purpose of the policy

This policy sets out:

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support children with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems

Where to go for further advice and support Definition of mental health and wellbeing The World Health Organisation describes mental health as "a state of wellbeing" in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Mental health and wellbeing are not just the absence of mental health problems. We want all children/adults to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others



## Mental Health and Wellbeing Policy

- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

### Promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues. Staff roles and responsibilities, including those with specific responsibility.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as physical long-term illness, having a parent who has a mental health problem, death and loss and family breakdown.

They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Lead for Social, Emotional and Mental Health Needs is responsible for:

- Leads and works with other staff to coordinate whole nursery activities to promote positive mental health and well-being.
- Provides advice and support to staff and organises training and updates.



## Mental Health and Wellbeing Policy

• Is the first point of contact with mental health services and makes individual referrals to them. We recognise that many behaviours and emotional problems can be supported within the nursery environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. Sources of relevant support include:

- Our own Senior Leadership Team
- Our Safeguarding/Child Protection Lead
- Our SENDCo who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision. Supporting children's positive mental health We believe that the nursery has a key role in promoting children's mental health and helping to prevent mental health problems. We have developed a range of strategies and approaches including:

- Campaigns to raise awareness of mental health
- 1:1 time with keyworker
- Resources to help children to talk/share their worries or concerns
- Staff mental health notice board
- Staff training

Teaching about mental health and emotional well-being We teach children about health, safety and wellbeing through our practices, policies and procedures. We endeavour to minimise hazards and risks to enable the children to thrive in a healthy and safe environment.

We help the children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- About change and loss and the associated feelings (including moving home, losing family, pets or toys).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.



## Mental Health and Wellbeing Policy

- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Identifying, referring and supporting children with mental health needs Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Monitor, review and evaluate the support with children and keep parents and carers updated. Early identification Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Observing and analysing behaviour and development
- Monitoring attendance
- Staff report concerns about individual children to the relevant lead persons.
- Regular meetings for staff to raise concerns
- A parental information and health declaration on starting at the nursery (registration forms)
- Parental meetings
- Gathering information from any previous setting attended
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any members of staff

### Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern. The emotional and physical safety of our children is paramount, and staff listen rather than advise. Staff make it clear to children that the concern will be shared and cannot be kept as a secret. All disclosures are recorded on a concerns form and held on the child's confidential file.

### Assessment, Interventions and Support (Early Help Assessment)

All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the nursery or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. Any early help referral to a specialist service is made in most cases with the consent of the parent/carer (unless child protection issues are identified).

Links to other policies



## Mental Health and Wellbeing Policy

This policy links to many of our other policies for example Child Protection and Safeguarding, SEND, and Equalities and Inclusion policy. The nursery's behaviour policies are especially important because behaviour may be related to an unmet mental health need.

This policy was adopted by	Chipstead Pre-School
On	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the provider	_____
Name of signatory	_____
Role of signatory (e.g. chair, director or owner)	_____



## Mental Health and Wellbeing Policy

Appendix 1 Protective and Risk Factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In The Child	Genetic influences Specific development delay Communication difficulties Physical Illness Low self-esteem SEND	Being female (in younger children) Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability Problem solving skills and a positive attitude Humour Experiences of success and achievement Faith or spirituality Capacity to reflect
In the Family	Overt parental conflict including domestic violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to a child's changing needs Physical, sexual, emotional abuse or neglect Parental psychiatric illness Parental criminality, alcoholism or personality disorder Death and loss	At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long-term relationship
In the School	Bullying Discrimination Breakdown in or lack of positive friendships Negative peer influences Peer pressure Poor pupil to teacher relationships	Clear policies on behaviour and bullying 'Open door' policy for children to raise problems A whole school approach to promoting good mental health Positive classroom management A sense of belonging Positive peer influence
In the community	In the community Socio-economic disadvantages Homelessness Disaster, accidents, war or other overwhelming events Discrimination Other significant life events	Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities



## Mental Health and Wellbeing Policy

Where to get information and support For support on specific mental health needs Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk) OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressionalliance.org](http://www.depressionalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) [www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts prevention of young suicide UK PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org) Autism [www.autism.org.uk/about/behaviour/anxiety.aspx](http://www.autism.org.uk/about/behaviour/anxiety.aspx)

Bullying [www.antibullyingalliance.co.uk](http://www.antibullyingalliance.co.uk)

For general information and support

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems

[www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

[www.crisistextline.uk](http://www.crisistextline.uk) provides free, confidential support 24/7 for anyone at crisis anytime, anywhere.

[www.childline.org.uk](http://www.childline.org.uk) provides confidential helpline for any child with a problem

[www.themix.org.uk](http://www.themix.org.uk) helps to find young people the best help, whatever the problem