



# Walter Infant School and Nursery

## Statement of Commitment

The World Health Organisation defines mental health and wellbeing as “a state of wellbeing 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”.

*At Walter Infant School & Nursery we respect and value all children and are committed to providing a caring, friendly and safe environment for our children so they can learn, in a relaxed and secure atmosphere. We are committed to promoting positive mental health and emotional well-being to all our children, their families, members of staff and governors. Positive mental health is everybody's responsibility – we all have a role to play. We understand that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches supporting our most vulnerable children.*

Our equitable and inclusive school allows our children's voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Walter Infant School & Nursery's Safeguarding Team is passionate about making a difference to the lives of our children. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young children in our school. We act with determination. Whatever issues our pupils, their families, the school, our team or the community face, we always support, respond and pull together. Finally, we are committed to making a difference; we are not passive players in young children's lives but active participants who can and do make a real difference. Our Statement of Mental Health and Well-being reflects the school's curriculum intent statement and our core values: Respect, Empathy, Kindness, Honesty and Resilience.

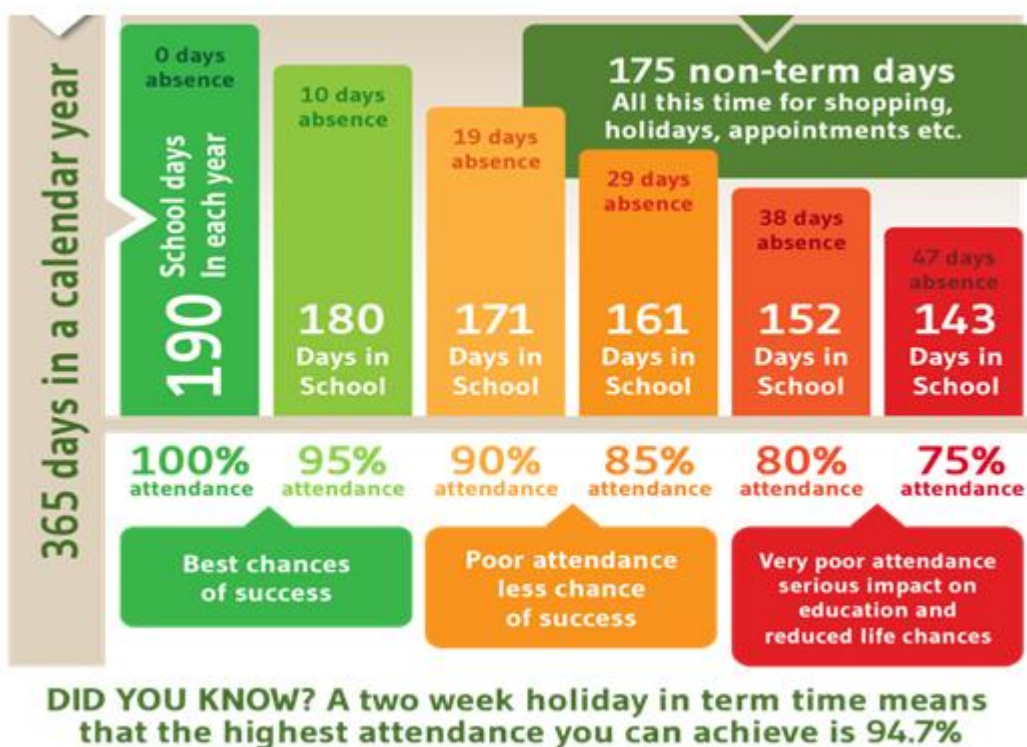
### **What Inclusion and Effective Mental Health Adaptations Means to Us**

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we support all children.





- When children are in school, we can support and educate them; we know attendance matters.



- Young children learn best when there are clear expectations, consistency and therapeutic strategies
- Staff teach best when there are clear expectations, consistency and therapeutic strategies
- We use evidence-based practice for all our adaptations.
- Staff and children work best when they feel they are valued, respected and heard.

### Expectations of Each Other

- Records (including CPOMS) are kept up to date.
- Every one has read and understood section one of Keeping Children Safe in Education including relevant Annex's
- Make sure we know and share our behaviour, attendance and safeguarding policies and protocols.
- Attend meetings on time and are prepared.
- Ensure well-being work is evidenced.





- Speak to children, staff and each other with honesty, courtesy, respect and understanding.

## **Safeguarding**

- Safeguarding children comes above everything else we do.
- All staff across the school have training annually with reminders throughout the year at briefings, staff meetings, INSET days and via email updates.
- All new staff, governors and volunteers have safeguarding training as part of their induction.
- All staff at the school recognise that safeguarding is everyone's responsibility, that they should have read and understood section one of Keeping children safe in Education including relevant Annex's and that early intervention is key and that context matters.
- All notes are kept securely by using Child Protection Online Monitoring System (CPOMS).
- The Senior Mental Health Leaders are experts in this field.
- Parents and staff have a role to play in ensuring each child attends school.
- All of the Safeguarding and Administration Team work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance, we have a dedicated Education Welfare Officer from Wokingham Borough Council.
- We prioritise children who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all of our children, irrespective of background.
- We follow the protocols which are in place, acknowledging that each child and situation is different and making adaptations as required.

## **Behaviour**

- We are a Therapeutic Thinking School and recognise that behaviour is a way of communicating.
- Our Behaviour policy and curriculum are built on the Therapeutic Thinking Approach and our school values
- Staff are trained and upskilled in the philosophy of Therapeutic Thinking





- Valued behaviours allow for adults to teach and children to know more, learn more and remember more.
- We have a moral obligation to prepare young children for the next stage in their education with a focus of having our children 'Junior School Ready'.
- We are here to educate the whole child, helping with their moral and personal development.
- We apply the protocols for each child, acknowledging that each child and their situation is different and making adaptations as required.
- We prioritise children who are identified as disadvantaged, SEMH or SEND, however, we are passionate about providing the same support to all children, irrespective of background.
- We make reasonable adaptations for children with special educational needs or vulnerabilities.
- We have a support-based system; after each detrimental behaviour comes a level of support.
- We involve parents in supporting their child to make positive changes to their behaviour.

### **Mental Health & Well-being**

- Pastoral support is driven by our Intent (see previous page).
- We do not give up on children and constantly look for ways to support them.
- Our adaptations are directed by evidence-based practice.
- Our staff are passionate about becoming experts in their field around pastoral and mental health support.
- We work with numerous external agencies to support our children.
- We recognise that early identification of individual needs is vital.
- We involve parents as appropriate in the support which we put in place.
- Our personalised approaches are assessed and evaluated.
- The mental health and well-being of our children and staff is of the highest priority.







Judy Hargreaves  
Headteacher

Stephanie Bell  
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