



We are excited to inform you that we have introduced a Mental Health and Well-being Team.

At Calmore Infant School, we are passionate about supporting the mental health and wellbeing of our children, our families / carers, staff, and the wider community, and we take a holistic approach when implementing this at **our school. We understand that a 'not one-size' fits all** approach should be embedded when supporting mental health and wellbeing, as children have different needs. Over the last few months, we have been working with the Mental Health Practitioners to offer support for our children and their families / carers. This will allow us to support everyone to achieve a good mental health.



### Who is part of the Well-being Team?

- Mrs Weaver (Deputy Head Teacher/special educational needs and disabilities coordinator)
- Mr Gurd (Well-Being Governor)
- Mrs Goodey (Year 1 teacher, PSHE, and Religious Education Lead)
- Mrs Mould (Nurture Group Teacher) • Miss Fennell (Nurture Group Teacher)
- Mrs McDevitt (Emotional Literacy Support Assistant and Dots Teacher)
- Mary Gill (Children's Well-being Practitioner)

This half term Mrs McDevitt will be working with children across the school to promote good mental health and wellbeing, giving the children strategies to use and providing individual support as needed.

### Vision

As a school, we recognise that a child's cognitive development and learning is influenced by their emotional health and wellbeing, and our aim, as mentioned, is to ensure every child achieves a good mental health, in addition to a good physical health.

### What we have done so far

We have implemented a variety of things to allow us to support the mental health and well-being of our children, their families / carers, staff, and the wider community.

These include:

- We offer 1:1 ELSA (Emotional Literacy Support) for children who might need support to help manage their emotions.
- Nurture Support Group runs 4 afternoons a week.
- DOTs mindfulness is taught by Mrs McDevitt to promote good mental health and well being.
- We use the 'Colour Monster' to help the children 'check in' throughout the school day. This discretely shows staff how children are feeling and we will often discuss these feelings with the children.
- We celebrate key events throughout the academic year that are related to mental health and wellbeing.
- Staff have received a variety of training to support different needs the children might have, for example, anxiety in children.
- We regularly liaise with other schools in the locality, to share best practice to improve the health and wellbeing of our children.
- Our website has an 'Emotional Health and Well-being' section where parents/staff/community can access support for themselves and their children.
- We work collaboratively with parents and have an open door policy. We signpost parents to different support networks including YFM Family support, Mental Health Practitioner, support groups etc.
- We conduct a pupil voice survey to see how children are feeling within school.

### Next steps

- We want to continue to raise awareness and support mental health and wellbeing across the school.
- Continue to work with Mary Gill and the Mental Health Team.
- Offer workshops and 'drop ins' to parents to support with mental health.

# TIPS TO BUILD EMOTIONAL RESILIENCE IN KIDS

**Spend quality time with kids.**  
When they feel loved and supported, children develop emotional strength.

**Talk about feelings so your child learns to share their worries and fears with people they trust.**

**Instead of rushing to solve problems, give kids time to work things out themselves.**

**When children experience failure or disappointment, it's important to praise their effort and encourage them to try again.**

**Acknowledge your own mistakes to teach kids that mistakes are essential for learning and growth.**

**If your child can't find a solution to a problem, use gentle questioning to guide them towards it.**

**Ensure kids are eating well and getting enough sleep and exercise.**

